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ABSTRACT

This report examines education in Spain during the years 1975 and 1976. The first part of the report evaluates the priority objectives of Spain's education system, examines the quality of teaching at all levels and discusses the system's teaching personnel, administrative, and financial aspects. The development of the school system is treated in part two. Many items are discussed including new orientations in educational policy; teaching methods; future expectations; objectives, aims, content, and organization of education; and special education. Parts three and four treat the investments of the national fund for the principle of equality of opportunities and organization of educational research. The report concludes with a discussion of the configuration of a new scientific policy and administration and financing. (Author/RM)

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SPAIN

educational development in 1975-76 and 1976-77

REPORT FOR PRESENTATION TO THE 36th REUNION OF THE INTERNATIONAL CONFERENCE ON EDUCATION

GENEVA - SEPTEMBER - 1977

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1. REPORT OF THE EVALUATING COMMISSION ON THE GENERAL EDUCATION LAW

This chapter has a singular importance within the contets of our report. There are three reasons: its novelty in relation to prior reports; the conclusions reached by the Evaluating Commission on the General Education Law and, above all, the very fact that the Commission was formed or, more exactly, the circumstance that for the first time —undoubtedly as a sign of new operations— there has been formalized a Commission with the peculiar atributes assigned to this one.

The President of the Government in his speech of January 28, 1976, before the Spanish Cortes, pointed out the convenience of undertaking an evaluation of the results obtained throughout the fives years of application of the General Law of Education and Financing of the Educational Reform. It is necessary to underline the affirmation by the President in the sense that without «altering the great outlines established by the General Law on Education» an attempt must be made to achieve a «serious evaluation» of it and its results, so as to obtain conclusions based on a rigorous analysis». The non-alteration of the great outlines established by the Law marks with no little precision the character, scope and pretentions of the project which was undertaken.

The Commission itself will state in its report that it intends to formulate at each opportune point the pertinent criticismsm proposing the changes and modifications which, more than changing the Law, attempt to make it more operative and practical, precisely in accordance with what are its great purposes.

A few days after the President's speech, on February 6, 1976, there was approved by the Council of Ministers the Decree by which was created the «Commission for the Evaluation of the General Law of Education and the Financing of the Educational Reform».

With the project of evaluation there is the intent to carry out a qualitative analysis of the results obained in the light of the three primary objectives: education for living together, effective equality of educational coportunities and better quality of education. They are the three great axes around which turns the ample study carried out by the Evaluating Commission. Its labors were guided by a final consideration which it set forth itself in the following terms: «the educational activity must be oriented towards a primary objective of a clearly political nature: and education of high quality which teaches all the Spaniards to live together peacefully in a better, plural and democratic Spain».

In the preamble to its report the Commission insists that its document must be considered as a starting point, so that it constitudes *the beginning* of an estimative task in depth over all the dimensions of our educational system, and which must, hence, be complemented by successive studies, opinions and rectifications which, at the requirement of the Minister of Education and Science, will be emitted by all persons, entities and representations whose authority in the field is accredited.

With the aim of studying two of the primary objectives referred to previously, there were constituted two working groups which busied themselves with the «education for living together» and the «equality of opportunities». The «quality of education» was considered simultaneously by the rest of the groups constituted for the analysis of each educational level, of the formation and selection of the teaching staff and of the problems of Administration and Financing.

The seven working groups which were formed were, thus, the following:

Evaluation of the primary objectives of the educational system

1. Education for living together.
2. Equality of educational opportunities.

Evaluation of the educational system by levels (quality of teaching)

1. Obligatory quality and gratuity of the General Basic Education and of Professional Formation of the First Grade.
4. Baccalaureate and Professional Formation of the Second Grade.
5. University Teaching and Research.

Evaluation of the educational system in the aspects of Teaching Personnel, Adminstration and Financing. (Quality of teaching)

6. Formation, selection and administrative situation of teaching personnel.

7. Administration and financing of the educational reform.

1.a. EVALUATION OF THE PRIMARY OBJECTIVES OF THE EDUCATIONAL SYSTEM

Education for living together

In dealing with the teaching of «Political Formation» in the General Law of Education the report of the Commission formulates the following considerations:

— As a consquence of the period in which it was drawn up and approved, the General Law of Education maintains in effect in its format one class of education (generically called «political formation») which responded fully to the suppositions proper to the juridical-political concept existing at the time of its promulgation.

There exists a well-generalized consensus that the results of these teachings were insufficient, including in respect to its specific ends, and, even frequently, contradictory. Doing away with, as unnecessary, an examination in depth as to the causes of this, it is enough, for our purposes, to point out that the evolution of Spanish society makes necessary a radical change in the aim, characteristics and legal regulation of this teaching.

The fundamental precept in this respect in the General Law of Education is Article 136.3. We find ourselves with a specific recognition of the competencies, recognized as well in copious prior legislation, in favor of the organs of the National Movement to propose plans of study, orientations, programs, questionnaires and texts as to the aforementioned matter; to capacitate and give title to he specific teaching staff and to propose to the Ministry of Education and Science nominations and dismissals. It is significant that the said competencies are also contained in later dispositions of the General Law of Education, to wit, the Decree of 21-8-70 on organizations of the Secretariat General of the Movement and the O. M. of 18-11-70, which are organic for the National Youth Delegation.

From the mentioned Article 136,3 of the General Law of Education come the following legislative obligations:

1. The obligation of the Government to regulate the teachings of political formation and civic-social, taking into account the competencies of the organisms of the Movement.
2. The obligation of regulation by the Government, on the joint proposal of the Ministry of Education and Science and of the Secretariat General of the Movement, of the extrascholastic and complementary activities of the mentioned teachings.
3. The obligation to establish with the same formalities the procedure for the selection of the teaching staff.
4. The obligation that the staffs and remunerations of the teaching personnel will be fixed by analogy with those corresponding to the teachers of the different educational levels.

It must be pointed out that, in the field of political formation, *only the last of the obligations set forth has been complied with and that in a transitory manner and provisionally.*

The significance of this prolonged delay can not go unrecognized. It is a matter, plainly and simply, of a clear perception by the organs of the Administration of the fact that the social and political evolution of the country has notoriously surpassed the framework in which the Law was written and requires a direct putting into operation of that which, in a passive way, has only been postponed, but cannot be resolved in this manner, and, if it is not soon remedied, will become ever more aggravated, as a consequence of the confusion which is today perceptible at all levels of teaching.

It seems essential —in the judgement of the evaluating Commission— to achieve as soon as possible the following objectives:

1. That «political formation» be substituted by «civic education», as corresponds to a new focus derived from the evolution of the political system.
2. That it should be regulated exclusively by the Ministry of Education and Science.
3. That it should be taught only by teachers with the required degree for the corresponding level of teaching.
4. That the pertinent transitory measures should be taken to resolve the situation of the teaching personnel of the «political

formation» and «formation of the national spirit» who may find themselves affected by the transition.

As far as Article 136,3 of the General Law of Education is concerned, what has been said must be related —in the opinion of the Commission— with a situation of transition in which the foreseeable disappearance of organisms with the competencies which are recognized by the legislation still in effect, will leave without meaning the aforementioned Article, as well as the series of dispositions referring to the attributes of the organisms of the Movement in the matter of political formation. Hence, it is not so much a matter of supressing competencies recognized in the General Law of Education as in filling the vacuum which can be reasonably foreseen as a consequence of the change in orientations and characteristics of the Spanish State.

A few weeks after the foregoing considerations were formulated, a ministerial Order established new contents in the pedagogical orientations of the social area in the second stage of General Basic Education. And months later —on the dismantling of the organisms of the Movement— there disappeared these attributions which we have just noted. The preamble of the mentioned Order affirms, among other things: «The educational system constitutes an indispensable basis for the achievement of a democratic society in which peaceful and harmonic relations allow the realization of the individual in all his dimensions, direct his contribution to the welfare of others and considers mutual respect as a general value and an obligation which must be accepted.

The education for living together —included by the Government in its programatic declaration— appears thus as an objective required for the construction of a type of society which starts from a new orientation of man as subject to public rights and duties and a parallel strengthening of ethical and community virtues.

From this it is necessary to establish, within the social area for the second stage of the General Basic Education, some subjects of civic-social educatien which correspond to present requirements in this field of teaching.

Later and to carry out the precepts of the ministerial Order mentioned there was implanted the application of the following orientations:

General objectives.—The new contents of the social area are conceived in function of the following objectives:

1. Prepare the student for the exercise of the rights and duties of citizenship based on respect for the democratic liberties and the elimination of any attempt at unilateral political formation.

2. Provide him with basic knowledge, moral criteria and the elements of judgement indispensable for him to be a useful citizen for the community in which he will have to develop his life.

3. Develop in the students their critical spirit so that they may be capable of interpreting the positive values suitable to a society which tries to reduce inequalities and eliminate injustices in the educational, economic-social and political fields.

4. Develop attitudes of respect, comprehension and interest for the different socio-cultural realities of Spain.

5. Make him conscious that, in spite of the diversity in the ideological field, that the countries of the world are ever more united among themselves by communications and culture.

6. Stimulate the cultivation of religious values so as to achieve an integral formation of the student.

Suggestions for teaching performance

For the achievement of the expressed objectives it is necessary to initiate the scholars in the exercise of participation, responsibility, self-control and those other personal values which favor comprehension, mutual respect and constructive and pacific relations. The experiences in this sense must be begun with the first school years and will be developed gradually in accord with the social-affective maturity of the child.

The school must have a community organization which stimulates the fixation of positive attitudes, ways of conduct, which depend less on the acquisition of programmed knowledge than on the general atmosphere of the Center and on the relations which the teacher cultivates with his students in school and, outside of it, with the community.

In regard to this proposal it is convenient to set up study and public relations committees, to have the students participate in the activities of the school and deal in common with the affairs which may interest them.

As an indication there are suggested the following forms of activity:

— Study and interpretation of events based on press information and other means of social communication.

— Study the problems of onés own way of being in relation to the obligations to the community, stimulating the application of the ideas to reality.

— The establishment by reflection, dialogue and consensus of a scale of fundamental values for living together: love, justice, liberty, responsibility, self-control, etc.

— Application of the attitudes of respect, understanding and solidarity to dealing with people in school, family and community life.

— Knowledge of the regional cultures and peculiarities.

— Exploration of the medium near the school so as to come to know, esteem and follow the example of notable persons, the professions, the services of the social medium.

— The search for, exposition and evaluation of biographies of men who have been distinguished for their Christian and human virtues in the service of others and for a better relationship among men.

— Cultivate the sense of responsibility through study and individual and collective scholarly tasks, strengthening the sense of compliance with duty until it becomes a habit.

— Participation of the students in the activities and affairs of the scholastic institution in the degree and type which their maturity may permit.

— Learning to take part in directed discussions, debates, roundtables and other types of group dynamics.

— Constitution of working groups, course counselling, students clubs to strengthen participation in socio-cultural activities of the school and the community, such as libraries, theater, sports, etc.

Later, in the present year of 1977, and as far as upper-level teaching is concerned, a Royal Decree of March 4th suppressed the the assignment of Political Formation in the University with the statement:

«The process of transformation which is taking place in the social and political life of Spain, and the circumstances in which at present are developed the tasks of the University, counsel the reconsideration of the discipline of Political Formation in university education, and, as a consequence, its supression in those study plans which include it as an assigment, with independence of all that affects these teachings at the non-university levels.»

Uniquely related with the «education for living together» is the oranization of the Center. In this respect the report of the Commission formulates the following consideration:

One cannot be educated for living together if the center is not primarily a place for living together. It is necessary to stimulate and develop the bringing together of the families, institutions, organizations and firms and to promote in the teaching staff a feeling of an educative community.

If we look at the facts, it must be said that only a very small number of centers have achieved a truly participative scholastic organization, with a style of its own, where the teachers, the parents and the students themselves as far as possible have a common course for their effective intervention in the progress of the center. A few, mainly classed as experimental or pilot operations, present a participative organizational plan in accordanc with official dispositions. The effectiveness is highly varied. For example, the participation of the parents seldom is more than an informative formula. On the other extreme are the small center, unsuitably located, in poor operating conditions, unable to create a participative life style and organized relationships, thus failing to comply with the norm established precisely to favor living together.

The great majority of the centers function with some new touches in accordance with the legislation, but, at heart, within the traditional spirit and forms. For example, that there exist so-called «tutors», «coordinators» and «department heads», should not lead us to believe, in various cases, that these are more than mere formalities.

It is proposed in consequence in respect to the Centers of General Basic Education:

1. To open effective means for the participation of the parents in the operation of the centers, no longer as simple receivers of information or listeners to statements and advice in occasional or periodic talks, but as active participants and co-responsible in the whole educational process.
2. To submit to the widest consultation the project of «Organization of the Centers of General Basic Education», in whose elaboration should participate not only the schools, but also the parents of the students.
3. The effective implantation of the «Service of Orientation» in all centers, given its extraordinary efficacy for education in living together.

4. Provide the Technical Inspection Service (Cfr. L. G. E. aa. 142-143) with the means and facilities so that it may be an aid and orientation rather than a type of fiscalization.

5. At the time of fixing the «Program of necessities» for the creation or authorization of centers, it seems proper that the obligatory minimums should be such as can reasonably be complied with, so as not to fall into the contradiction of approving centers which do not present the obligatory conditions if these are set without taking into account the requirements of reality.

6. To promote the construction of functional buildings, carefully avoiding every type of ostentation and luxury which create for the students requirements which later cannot be nor is it reasonable to satisfy.

7. Favor the creation of mixed centers, given the importance which we attribute to co-education from the earliest ages, in respect to living together.

In respect to the centers of the Baccalaureate and Professional Formation, they should be given an internal regimen by which it is possible to establish progressively, in their case and voluntarily, the cooperation of teachers, students and families, which would imply a greater autonomy in their internal organization, the naming of people for posts, programming of studies, and relations among themselves of all the elements which make up the educational community.

The participation of the students should be developed and regulated based on the principle that they should have the maximum adequate intensity at each level. We consider it desirable that student associations should be permitted and student councils promoted or other representative organizations. The representatives of the studens should form part of school life and even of the Directive Advisory Council, and attend at the meetings of the seminarians of the various disciplines. It will be necessary to set electoral norms for the designation of the student representatives, who will have to assume the position of course delegates.

There are suggested as initial procedures with the aim of structuring and developing the participation: a) the formation of groups of students to prepare a project for participation in which take part students of diverse tendencies; b) create a committee to evaluate the center from the point of view of the education for living together and establish a plan and criteria which make it possible to measure the achievement of that end. The Ministry must make possible these aspirations, elimi-

nating the stumbling-blocks which stand in the way of a greater autonomy in the organization and administration of the centers.

In contrast with some private centers, in whose operation there is active participation by the associations of the parents of the students, these, in many state centers, are hardly effecive and, frequently are non-existent. Although conscious of the difficulties which in many environments are present for the relationship of the center to the family, and the danger of improper intromissions which may be produced at the beginning, the directors and teachers of the centers must force the development of a conscience of collaboration which culminates in the corresponding association of the parents of the students and, further along, in an effective community with corepresentative functions of the three principle groups: teachers, students and parents, and even local entities interested in the respective center. The limits of participation should continually adjust themselves to the degree of compenetration and harmony of the community.

On January 21, 1977, there was approved the New Organic Regulation for the National Institutes for the Baccalaureate which includes various of these participative aspects of the government of the Centers, above all in establishing and regulating the organisms of government, unipersonal and collegiate (teaching staff, Directive Council and Advisory Council), of the National Institutes for the Baccalaureate.

The representatives of the students are convoked, when the nature of the affairs so requires, to the sessions of the Directive Council and form part, the same as the representatives of the parents, of the Advisory Council. They should especially be heard in all referring to:

— The holding of tests and examinations.

— The establishment and development of cultural, recreational and sports activities in the Center.

— The presentation of complaints in cases of abandonment and defective compliance with the educational functions on the part of the Center.

— Delegations and complaints as to the objectivity and efficacy of the evaluation of the academic achievement of the students.

— Books and teaching material whose use is declared obligatory on the part of the Center.

— In any other acts and decisions which affect the student specifically.

It corresponds to these representatives, among other things, to advance the living together of the students of the group they represent and to place before the academic authorities the suggestions and complaints which relate to it.

The equality of opportunities

— To begin with, it is pointed out that the references to this subject are comprised in 43 articles plus two Additional Dispositions of the General Law of Education —nearly 30 % of the articles— although there is not always congruency among them, so that coordination seems needed.

— As far as Student Protection is concerned, after affirming that among the means assigned to this are included a series of resources which are properly expenses of the educational system —student dining halls and transportation— it concludes that the funds of the National Institute for the Assistance and Promotion of the Student destined to the obligatory levels should be freed, and included in the General State Budget, and that the amount of some assistances should be increased —those destined to the most needy students. On the other hand, it is proposed that scholarship students should be placed on the same level as others in the requirements demanded, as well as to eliminate the lack, as far as Permanent Education is concerned, of assistance to students older than the obligatory age.

— There is appreciated a terminological deficiency in Permanent Education in incorporating into the General Education Law the expression Permanent Education for Adults, which limits the concept.

— In Special Education —aimed at those situations which imply a clear handicap from the educational point of view— there is pointed out the incomplete legislative development of the General Education Law, and it is recommended that its clauses should not be modified without eliminating this lapse and the corresponding increase in investment which would permit: the establishment of a network for the identification and localization of the deficient or unadapted —local, provincial, regional and national— as well as centers and units for special education; and the organization of the training of teachers.

— In Middle and Higher Education there is formulated the proposition that the present socio-economic situation requires of the educational institutions new functions of «recurrent education» and «adaptation to new professions», suggesting the adoption of some measures tend-

ing to the achievement of this function: Studies in University Faculties the content of which could be taken into account, as optional courses, in other Faculties or Higher Technical Schools.

— In the field of Cultural Promotion two types of problems are outstanding: 1) the systematic connection of the Centers of the cultural patrimony —libraries, archives, museums, etc.— with the teaching centers; 2) the availability and access to the items preserved to all kinds of visitors.

— Article 47 of the General Law of Education which deals with the offer of study opportunities by means of correspondence courses states that it should be regulated so as to give it a breadth superior to the objectives already reached with the U. N. E. D.

— Now that six years have passed since the coming into effect of the General Law of Education —as the report says textually— we must realize that the achievements in the field of *scholastic and professional orientation* are so slight as to be considered practically inexistent; this is —as in many other things— a failure, not of the Law, but of its application, or better, its lack of application.

— As far as Permanent Education is concerned, it concludes with the following advice: the joint treatment of all the articles which refer to it; the inequivocable definition of its concept and minimum objectives; the continual adaptation of the educational system; the establishment of channels and instruments, both technical as well as financial, so that what is legislated is not reduced to a utopical declaration.

1.b. THE EVALUATION OF THE EDUCATIONAL SYSTEM BY LEVELS (THE QUALITY OF TEACHING)

Due to the complexity and extension of the report on studying exhaustively the educational levels as well as the obligatory descriptive character of it, we will only state some of the principal conclusions, recommendations and conclusions formulated by the document of the Evaluating Commission.

The obligatory nature and gratuity of the Basic General Education

— The effective compliance with the obligatory quality of the Basic General Education is a fact as the measure of coverage surpasses 99 %, although the number of students who are studying in deficient or very

deficent circumstances is very high. There is seen an improvement in this as far as the concentration of students in complete centers is concerned and in general a favorable evolution of the index of utilization of personal and material resources. However, the average number of units per scholastic center is still low, particularly in various provinces, in which the average number of units per center does not surpass three.

— The Commission recommends an intensification of the policy of scholastic concentrations as well as an improvement in the condition of the teaching equipment and the eventual organization of the teaching of the General Basic Education in successive cycles, not only by course or level.

— As far as the complete implantation of gratuity is concerned, the Commission considers that the period of time marked by the L. G. E. is an unreachable objective. Faced with this, as long as there are not sufficient means it is recommended that the State give priority in the use of its funds to provide truly free quality teaching to those who may wish it, creating the necessary state schools or assisting the social, religious or private groups to establish others with the characteristic of total gratuity. In this sense it is proposed that the State should decide between taking the economic measures required to attain obligatory gratuity before 1980 or renounce the obligatory quality of gratuity, modifying Article 2 and 94,4 in the first paragraph of the General Law of Education.

Baccalaureate

— In reference to the quality of teaching in the General Basic Education the conclusion has been reached of the necessity of conceiving buildings with the flexibility needed to be adapted to the necessities of future educational programs as well as the urgent need to incorporate specialists in the educational sciences in the teams which plan scholastic centers.

In relation to this educational level, among others, the following practical suggestions are made:

— Strengthen the audiovisual means and the scientific and language laboratories.

— Provide the centers shops for technical activities, with suitable personnel.

— Provide the centers with dependencies for the teacher and study rooms for the students.

— Institutionalize the services of scholastic and vocational orientation in each center.

— Intensify the activity of the I. C. E. so as to assure the capacity of the new teachers and the adaptation of those teachers now serving.

Course in University Orientation (C. O. U.)

— The present situation of the C. O. U. deserves the same criticism that the White Book Made of the Preuniversity. It is necessary, thus, to consider it as a part of the whole and establish the concrete formula which may best contribute to its true implantation without deformations or fluctuations. If the University cannot, for various reasons, guide and orient the C. O. U. this course should be integrated into the baccalaureate centers, under higher orientation in accordance with the action which may be considered most adequate.

— The majority of the professorate which teaches this course understands that there is a great disproportion between the extension of the various subjects of the C. O. U. and the number of teaching lectures destined for its development. These programs, on no few occasions, have bene submitted to a constant change which has made impossible an evaluative experience and an improvement in quality.

Professional Formation

The radical inequality which is promoted by the obligatory passage from course to course in the General Basic Education conditions the students at the critical age of 14, with the result that the alternative offered by the Professional Formation attacks the necessary social integration.

— The educational system must be unitarian through the end of secondary education. The ideal would be a homogeneous education for all children and adolescents, considering the secondary education as part of the general formation.

— The Professional Formation is not an alternative to the general formation, but an integral element of it, and in part its culmination, and thus there is the need for a modification of the General Law of Education which determines what must be understood as Professional Formation of the 1st and 2nd degree, in name of the unity and interelation of the educational system and of the need to slowly extend the education required of all Spaniards.

— The two degrees of the Professional Formation must be made up of studies exclusively preparatory for the labor activity. The first degree must be fully integrated into the baccalaureate, in place of the so-called technical-professional activities, without this being an obstacle for the maintenance for the indispensable period as a set of autonomous teachings for all those who must go to work without having finished the baccalaureate.

— With this focus established, a state action would be convenient tending to reduce the number of those who receive the accelerated Professional Formation and increase the number of those who receive it as in integral part of a wider and more complete education.

— The second degree Professional Formation would be taken, as is foreseen, at the end of the baccalaureate also as a specialized and specific instruction of short duration. The passage from the first degree to the second should not be closed, but neither can it constitute a parallel route to the baccalaureate, it being sufficient to establish proofs of maturity and professional experience for the candidates in an analogous way as has been established for those over 25 who wish to enter the University without the ordinary previous studies.

— There has been observed a haste in the application of the General Law of Education in these grades of learning; the 1st degree of Professional Formation should not be started until the Basic General Education has been completed. If the 8th Course of the General Basic Education was implanted, experimentally, in the 1973-74 school year, the 1st degree of Professional Formation, experimental in nature, should have begun with the 1974-75 Course and, general in character, in the 1975-76 Course.

— In consequence, the experiment of the 2nd degree would have to begin with the opening of the 1977-78 Course, once the 1st degree studies were finished and the course of complementary instruction for access, and, generally, in the 1978-79 Course.

— Having begun simultaneously the new baccalaureate in the 1974-1975 school year with the same experimental criteria, the students who follow these studies will be able to move perfectly into the 2nd degree of Professional Formation.

University Education and Research

— It seems that, aside from the formation of teachers at all educational levels, the best contribution the University can make towards the improvement of national education is, above all, to improve itself

by the reform of structures and reorganization which might allow it to foresee the needs of a rapidly changing society and not, as is habitual, meet such change with hasty measures as an emergency remedy.

— As far as the Institutes of Educational Sciences (I. C. E.) is concerned its full integration in the University has not been produced, of which they are an integral part according to the General Law of Education; there has existed, on the contrary, a lack of connection and understanding in many cases. The same could be said of these I. C. E. in respect to the I. N. C. I. E., at least up to the present, although the inclusion of these organizations can strengthen the importance of the I. C. I. and contribute to an effective compliance with the ends for which they were created.

— In spite of the difficulty in evaluating the results due to its short experience (5 years) some I. C. E. have made an important contribution to the improvement of the teachers of Basic General Education, have taken part in an outstanding way in the tasks of the C. O. U. and carried out valuable educational research.

— The following solutions are suggested so that the M. E. C. and the I. N. C. I. E. may achieve compliance with the aims of these institutes: Formation of coherent national plans on the most urgent problems of the educational system; structure and provide itself with its own teams; increase its means and financing; integrate itself effectively into the University, and guarantee its interconnection with the other educational centers.

— In regard to access to the University there is formulated the criteria that there should be adopted an orderly orientation and rational limitation, so that it may be guaranteed that the truly intellectually gifted, without any other type obstacles, should be those who can undertake university studies.

— In regard to university autonomy and study plans it is suggested: a) The collaboration of the teachers in any change in curricilum; b) The close cooperation among the M. E. C., the Universities, other Ministries and Colleges and professional associations to study the needs of the professionals in Spain in the coming years, as well as studying the question of new degrees and, in general, that of the equivalization of academic degrees with professional degrees; c) The improvement of teaching through the diversification of degrees.

— The very viability of the Professional Formation of the 3rd degree, so far not begun, conditions the situation of the university cycles, as they are established in the General Education Law. It would be con-

venient to connect the Professional Formation of the 3rd degree with the short careers.

— As far as the evaluation of the improvement of the student is concerned, it is considered necessary to respect the autonomy of the university, although it requires the imparting of instruction with a more adequate student-professor relationship, and the availability of all the necessary means to guarantee a high quality of instruction.

— Faced with the high number of existing failures in various careers, it is felt that the maximum permanence of the student in the University should be two years more than that required for each career; in turn, this suggests the convenience of structuring the study plans (especially those of the Upper Technical Schools, Veterinary Medicine and the Schools of Engineering and Technical Architecture) so as to avoid courses with excessive subject loads, in some cases, of heterogeneous importance and specific weight in the careers.

— In reference to the structure of the University, it is observed that: The fundamental units are still the Faculties and Upper Technical Schools and not the Departments, in spite of the dispositions of the General Education Law. Among other reasons because of a precarious organization and the fact that the Departments (the majority of them) in truth are Professorships with changed names.

— The Institutes practically do not exist, except in those cases in which their genesis is independent of the concept of the Department and have been promoted by the amplification of a Professorship, with outside funding. On the other hand, it is not clear which is the organization competent to create them.

— Together with the suggestions which may derive from the above propositions it is recommended that there be defined the teaching units of the University Schools (and in their case the University Colleges) which should be integrated into the corresponding departments of the Faculty and Upper Technical Schools.

University Research

— There have not been developed the rules which might foment the preparation for research attributed to the third cycle; in the present form, the courses of the Doctorate and the preparation of the doctoral thesis as the basis for the formation of investigators lack the indispensable assistance and attention.

— The scant development of the university autonomy has not allowed the Universities to determine for themselves the investigations adequate to the objectives.

University Expansion

— The General Education Law represented a political decision to incite in the whole Spanish society the desire for access to the University precisely at the moment the social demand increased considerably. That policy is valued negatively for different reasons, outstanding among which are: It did not count ahead of time on a sufficient professorial staff; there has been no plan in the matter of the formation and improvement of the professorate; the new centers have contributed to an even greater increase in the demand, lowering at the same time the levels and quality of higher education.

— Not all of the data are negative and it is evident that the increase in some universities has been rational and proportional and that university careers have been brought to parts of the country in which they did not previously exist, thus making possible study for those who could not have done it and that in the future many of the centers created, with an adequate policy of consolidation, can turn out to be very beneficial. Also, there must be pointed out the possibilities that this process of amplification has offered to many for access to the professorate. All that does not deny the evidence that the criteria followed in the creation of centers has not responded, in general, neither to the objective motivations nor to a prior study of planification on a national scale.

— It seems evident that use has not been made of possibilities opened up by the National Correspondence University (U. N. E. D.) as a center of support to other universities; many students of unofficial teaching or of special groups —night schools for instance— should be students of this University.

— As far as the University Schools are concerned, the solution given by the General Education Law to these centers by placing them on the University level was not the most indicated, and the painful and incomplete process of integration now under way shows it plainly.

1.c. EVALUATION OF THE EDUCATIONAL SYSTEM FROM THE ASPECTS OF TEACHING PERSONNEL, ADMINISTRATION AND FINANCE

Teaching personnel

— With respect to the teachers of General Basic Education there is pointed out the heavy increase in the number of students matriculated in the Teacher Training Schools, which will lead to an imbalance between

the number of Graduates and work openings. Because of this there is suggested a change in the form of the studies which will enable them to perform their activities in other fields or the limitation of access in accordance with the foreseeable positions available.

— Faced with the lack of regulation on the part of the I. C. E. s. for the «impartation of pedagogical formation» as required by Article 110,2 of the General Education Law to university graduates and diplomates, it is proposed that it be activated, as well as the necessity of an «adaptation of the non-teaching diplomates of the Basic General Educaion and of the licenciates by means of the 3rd degree Professional Formation and through an ample system of convalidations».

— After analysing various specific aspects, in the field of promotion —directive posts and passage to other higher teaching levels— the Commission «expresses its deep preoccupation as the foreseen systems practically tend to produce the exit of the best towards bodies which impart instruction at other levels».

— It is necessary that the points of the juridical Statute, presently ambiguous, disperse and with a duplicity of interpretations of the present applicable legislation, should be clarified, basing the writing of them on a new Statute for Teachers of General Basic Education.

— In reference to the Professorate of the Baccalaureate, there is noted in the first place the great disproportion between the numerary professors and the non-numerary —6,000 numerary as opposed to 12,000 non-numerary— as well as the specific differences in the instruction given and in the process of selection. The Commission analyses many dispositions of the last 5 years as to convocations for posts and oppositions, improvement of the teaching body, etc., and reaches the conclusion that «all these actions constitute no more than a package of measures, which can be considered as scant, in respect to the general objectives proposed by the General Education Law in the area of the Baccalaureate. Because of this, the Commission is of the opinion that it will be necessary to achieve a planification which takes into account not only the most relevant aspects which, in this respect, was marked by the General Education Law, but also attempts at the same time to clarify the most problematical situations which, in this field, have been produced.

From this perspective the Commission understands as urgent the necessary measures so that, given the present impressive disproportion between the numerary and non-numerary teaching staff in the Baccalaureate, it may be possible for a great part of this non-numerary group to achieve the condition of functionaries.

In this sense it is considered essential that there be developed the necessary means so that at the time of calling oppositions which permit this teaching group to acquire the condition of functionaries, that there be taken very especially into account the merits acquired during the development of their teaching function, without this representing the celebration of restricted oppositions.

In any case, this operation should be carried out in close coordination with a wider which makes possible the integration of the present functionaries into the new bodies created by the General Education Law.

— As the clear implantation of the General Education Law in the Professorate of Professional Formation has not been developed, the Commission, more than evaluating, what it is doing is formulating suggestions as to possible norms in respect to the teaching staff of this instruction which, definitely, lead it to propose the revision, even urgently, of the General Education Law, whose present precepts it considers have made impossible the organization of this instruction.

— As far as improvement is concerned, the Commission believes that the predominant path for «the Professorate of Professional Formation» should be that of the organization of courses of technological preparation in collaboration with firms, entities or institutions related to the specific professional field, subtituting entirely this function of the I. C. E. s.

The increases in the staffs which have taken place in the bodies of Professors, Assistants and Associates of the University faculties and those of the Upper Level Technical Schools, has not followed the rhthym imposed by the progressive increase in the number of university students, and in this way the number of contracted teachers has surpassed the number of career functionaries who make up the teaching bodies of the University, a situation favored by the circumstance that the General Education Law considers the system of contracting teachers as a normal system for access to the teaching functions and, in addition, because of the disfunction caused by the excessive proliferation of supernumeraries in the university teaching staffs and by the system of provision of teaching posts, either through the previous concourse for transfer, or through the medium of opposition.

— This irregular situation has led the Commission to the conclusion that the contracting of professors in the University should not be carried out without fixing a limit on the number of contract professors; there should be established a fixed relationship between the number of posts destined to contract professors and the number of posts which make up the total of the respective teaching Bodies.

— There is suggested, also, the convenience of proceeding to the writing of a teaching statute for the university professorate in which is studied and regulated the legal position, both of the numerary professor as well as the contracted professor, and the regimen of providing the teaching posts.

Administration and finance

— In the field of organic structure, after pointing out some incoherencies in the new functional organization plan, the principal recommendations consist in the urgency to develop in a complete manner the present structure of the Department as well as the elaboration of completely staffed teams.

— As long as there is not proposed a complete, total reform of the Department there are underlined: a) the serious consequences caused by the multiple changes produced in past years; b) the need to calibrate with extreme care the possible repercussions of any change on the functioning of the services; c) the special situation in which the General Administration of the State finds itself in these moments, because of the political changes, as to a possible reform in depth of its administrative structures.

— The fact that a general reorganization does not appear advisable does not impede the proposal of different partial changes to make use of experience and the principles of organization, especialy to overcome the existing errors in the field of planning and coordination as well as in the fields of rationalization, normalization and mechanization of procedures. These last are themes in which the Commission believes that, in contrast with organic structures, insufficient attention has been paid at the high ministerial levels, as they are considered secondary in character.

— In accordance with the Commission, if the results of mechanization are analysed and compared with what was foreseen there appears immediately the increasing division of the primary aims of the Data Processing Center (support for the administrative activity) in benefit of other ends (assistance to scientific calculation and research).

— As far as social participation in planning is concerned, among other recommendations, there is proposed the urgent normative development of Decree 3855/1970 in which are foreseen Municipal and Regional Boards.

— In regard to the programming and execution of school buildings, a subject in which there has not been institutionalized a medium-term

planning, it is recommended that there be followed the guide-lines set forth by international organizations specialized in the field (O. C. D. E., U. N. E. S. C. O.) and the proven experience of the most advanced countries. Also, there is studied the problem of the availability of land.

— In relation with the programming of resources there is pointed out the deficiencies caused by the absence of medium term planning, recommending urgent action in the elaboration of the organic staffs, which would provide prior and organic analyses, in which will be considered with special emphasis the problems of distribution and filling of the jobs, administrative career, retributions and the financing of personnel.

— There is pointed out the absence of rationalization in the process of preparing the budget and three types of problems in this action; insufficient coordination among the services and the weak degree of technification of the decisions and procedures in the field of assignation of resources.

— As far as the Provincial Delegations are concerned, among other recommendations is proposed the decentralization in them of diverse functions.

— From the point of view of financing the reform, two basic questions are considered: 1st) The financial contributions from the State derived from the Additional Disposition 2nd (were they or not globally sufficient for the effective realization of the activities foreseen in the General Education Law?); 2nd) The real utilization of these resources. Did they or not conform, according to coherent guide-lines, with the objectives of the reform? The answer, for different reasons which are set forth in the report, would be negative in both cases.

— The recommendations in the financial field consist in achieving an increase in the participation of the State in the financing of the educational system and to adequate the relative utilization of the different types of State participation in the financing of the sector to the objectives of the educational reform.

2. DEVELOPMENT OF THE SCHOOL SYSTEM

2.a. NEW ORIENTATIONS IN EDUCATIONAL POLICY. AIMS AND OBJECTIVES. E. G. B. (PRIMARY AND LOWER SECONDARY SCHOOL) LEVEL

New orientations

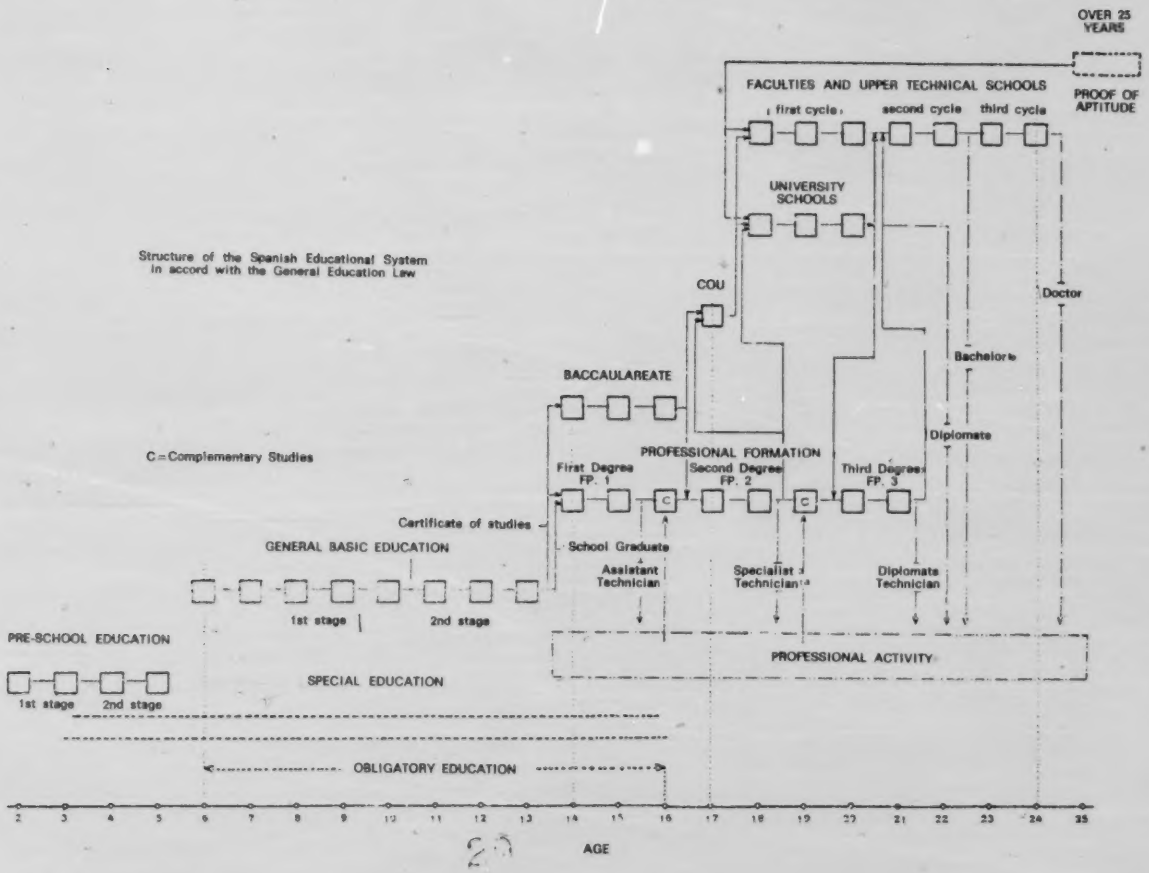
The enactment of the General Education Act marks the starting point of a thorough renovation of the national educational system and constitutes the frame of reference and channel for a process whose main purpose is that of providing more and better education to all Spaniards through the expansion and democratization of education on one hand, and the raising and improvement of its quality and of educational performance on the other.

The purposes of *Educación General Básica* (abbreviated *E. G. B.* and constituting the Primary and Lower Secondary School) entail a human and scientific training that is essentially the same for all, although adapted to the individual aptitudes and differences and to the society of our times. In accordance with these purposes, the guidelines have been set for the educational policy in relation to the *E. G. B.* level, whose main goals can be summarized as follow:

a) *Generalization* of the *E. G. B.* and qualitative adaption of schools and schooling to the new purposes and structures of this educational level. Further more an attempt shall be madre to generalize schooling in pre-school institutions of learning for all children of five years of age, with progressive extension of the program to cover 4 year-olds as well.

b) Improvement of the quality of education in the following ways.

   1. Correction of the deficiencies detected in performance evaluation studies, above all in the teaching of the national language, as well as in mathematics and modern languages, and in year-to-year promotion and course recovery.


Structure of the Spanish Educational System
in accord with the General Education Law
OVER 25 YEARS
FACULTIES AND UPPER TECHNICAL SCHOOLS
PROOF OF APTITUDE
first cycle
second cycle
third cycle
UNIVERSITY SCHOOLS
COU
Doctor
Bachelor
BACCAULAREATE
Diplomate
C = Complementary Studies
PROFESSIONAL FORMATION
First Degree FP. 1
Second Degree FP. 2
Third Degree FP. 3
C
C
Certificate of studies
GENERAL BASIC EDUCATION
School Graduate
Assistant Technician
Specialist Technician
Diplomate Technician
1st stage
2nd stage
PRE-SCHOOL EDUCATION
PROFESSIONAL ACTIVITY
1st stage
2nd stage
SPECIAL EDUCATION
OBLIGATORY EDUCATION
2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25
AGE

2. Revision of civics education programs to establsh new guidelines for community-oriented education.

3. Training of teaching and management personnel for schools.

4. Implementation of provincial counseling services.

5. Impulse to the process of renovating the school system and practice by means of innovation projects and the dissemination of new teaching methods and techniques.

6. Incorporation of the different national languages in education and the development of different models of bilingual education.

7. New regulation of schools to allow their necessary adaption to the new structure and purposes of *E. G. B.*

c) School-Community interrelation in order to achieve a greater participation of the family, the surrounding community and society at large in the educational process.

d) Revision of the concept of *Permanent Education*, and subsequently, of the educational guidelines for adult training on the *E. G. B.* level.

The most important innovations in our educational reform, and subsequently, in the new *E. G. B.* guidelines, are as follow:

a) Personalized education.

b) Programming of work around an «expression» and «experience» area, in mutual interaction, that shall provide all due harmonization within each stage and consistency in the entire educational process.

c) The fidelity of education to the continuous progress of science.

d) The progressive introduction of new approaches, methods and techniques which shall be duly evaluated and checked.

e) A practical and effective knowledge of the environment.

f) Permanent guidance and tutoring of pupils as a task to be undertaken and shared by all those involved in their education.

g) Continuous evaluation.

h) Coordination of the teaching staff.

i) Permanent guidance of the school system according to the results of generalized experiments.

Legislation derived fron the new orientations

1. *Academic System*

— *Decree 1433/1975, of May 30, by which the incorporation of native languages was regulated in the programs of pre-school and E. G. B. schools. This is an important first step in the field of bilingualism and attempts to assure the easy access to the national language for those pupils who may have had some other Spanish language as their mother tongue, while simultaneously allowing a knowledge and access to the cultural productions of said other Spanish languages to all pupils.*

— *Order of June 23, 1975 regarding the standardization and homologation of teaching equipment and materials in the state-run E. G. B. schools. Given the growing importance that teaching materials are acquiring as indispensable auxiliary aids in education, and especially the value acquired by audio-visual aids within the overall context, this measure attempts to assure the suitability of the equipment and teaching quality of the documents which shall be duly checked by a homologation process.*

— *Order of November 26, 1975 by which the equivalencies are determined for Vocational Training degrees and other studies in relation to the Bachiller Elemental or Graduado Escolar (Lower Secondary School diploma) and Bachiller Superior (Upper Secondary School) degrees. It was enacted as a result of the implementation of the 2nd stage of E. G. B., the first academic year of the new Bachillerato (Upper Secondary School) and the regulation of Vocational Training.*

— *Order of February 19, 1976, by which Decree 1433/1975 of May 30, is developed regarding the incorporation of native languages. As a result of the forementioned Decree, commissions have been created within the Province Education Boards (Juntas Provinciales de Educación) which shall be in charge of all matters relating to the incorporation of native languages in pre-school and E. G. B. schools.*

— *Ordre of November 29, 1976 by which the new contents are established in the teaching guidelines for the social studies area in the 2nd Stage of E. G. B. It is an important step regarding community education, according to the Programmatic Statement of the current Spanish government. It thoroughly changes the contents of the earlier guidelines, attempting to prepare the pupil for the exercise of his rights and duties as a citizen and based on the respect of democratic freedoms.*

II. *Schools*

— *Order of August 14, 1975 by which the programs of needs were approved for the development of designs for E. G. B. (Primary and Lower Secondary) and Bachillerate (Upper Secondary) schools. Its purpose is to achieve a better utilization of schools by making maximum use of the space allotted to the different teaching areas.*

— *Décree 2343/1975, regarding the regulation of Pilot Schools and experiments in ordinary schools. This has entailed a considerable innovation in relation to the future establishment of teaching techniques, teaching plans and educational methods as well as school organization and management techniques.*

— *Order of June 12, 1976, by which Decree 2343/1975 of August 23 was partially developed with regard to the regulation of pilot schools and experiments in ordinary schools. Just as its name implies, it develops some of the provisions of the earlier Decree in relation to the selection of teaching staff, evaluation of the experience obtained and the connection with Education Science Institutes (Institutos de Ciencias de la Educación).*

— *Resolution of the Basic Education Bureau (Dirección General de Educación Básica) dated July 27, 1976 by which the regulations are developed regarding the authorization of adult education equivalent to the E. G. B. level. It opens channels for the authorization of adult education in ordinary state- and non-state-run schools.*

— *Order of April 24, 1975 regarding the regulations for authorizations of non-state-run schools. It develops the provisions of Decree 1855/1974 in relation to the procedural facet of said authorizations.*

— *Order of October 16, 1975 by which the grant of subsidies is regulated in relation to non-state-run schools for the 1976 academic year. In order to achieve the purpose proposed in Section 94 of the General Education Act, that is, the cost-free system for these schools, it regulates the conditions for the graning of cost-free or price subsidies in 1976.*

— *Order of January 22, 1976 regarding the subsidy system for the construction of non-state-run schools, change of the present ones and purchase of real estate, furniture and teaching equipment. It replaces the regulations introduced by the Order of September 13, 1973 which was enacted in development of the Decree of the same year on the aid and benefit system for non-state enterprise. Aside from certain merely formal changes in the procedure, worthy of note is*

the innovation of paying out the subsidies through the Banco de Crédito de la Construcción.

Order of December 18, 1976 by which the grant is regulated for subsidies to non-state-run schools for the 1976-77 academic year. This provision follows theline of those mentioned from April 19, 1974 and October 16, 1975, that is, it is a step forward in the attempt to implement cost-free education.

III. *Teaching Staff*

— *Order of November 29, 1975 by which the National Teaching Staff Improvement Plan is approved for 1976.*

Determination is made of the forms or types of courses to be held, the number of each and the economic modules relating to reports, grants and materials expenses.

— *Decree 3600/1975 of December 5 by which the staff was established for the Colegios Nacionales (national primary and lower secondary schools) E. G. B. schools and the provision of their positions was*

1. NATIONAL TEACHING STAFF IMPROVEMENT PLAN - 1976

		EGB	BUP/ COU	VT	Total
1.1.	**Type and Number of Courses**				
1.1.1.	Programming and evaluation of teaching purposes	10	45	45	100
1.1.2.	Psychology of education and learning	10	45	30	85
1.1.3.	General teaching methods	10	30	30	70
1.1.4.	Special didactics	10	45	60	115
1.1.5.	Evaluation of institutional yield	10	25	25	60
	TOTAL	50	190	190	430
1.2.	**Special Courses for Universities**				
1.2.1.	Improvement of University teaching staff	—	—	—	150
1.3.	**Education Technology Improvement Courses**				
1.3.1.	Introduction to education technology	10	35	30	75
1.3.2.	Instrumental resources	10	15	20	45
1.3.3.	Production of documents	10	8	7	25
	TOTAL	30	58	57	145

		EGB	BUP/ COU	VT	Univ.	Total
1.4.	**Updating Course Regarding other Teaching Functions**					
1.4.1.	Coordinators	—	—	2	—	2
1.4.2.	Deans, Principals, Dept. Heads (Seminar)	80	15	10	8	113
1.4.3.	Administrators	—	10	3	—	13
1.4.4.	Study Directors	—	15	10	—	25
1.4.5.	Counselors and Tutors	—	10	10	2	22
	TOTAL	80	50	35	10	175

		Total
1.5.	**Course for Special Education Teachers**	
	Management techniques	2
	Pedagogic therapy	12
	Sight defects	2
	Hearing and speaking	4
	Personality and behavior problems	2
	Learning problems	2
	Nervous disturbances	2
	Psychomotricity	2
	Music therapy	2
	Psychotherapy	2
	Logopedics	2
	TOTAL	34

regulated. This was a short-lasting regulation since it was left in suspense by Royal Decree 2615/1976 of November 12.

— *Order of July 29, 1976 by which determination is made of the staff of teachers for the Colegios Nacionales. It develops the forementioned Decree.*

— *Order of September 10, 1976, by which improvement and specialization courses are announced for E. G. B. teachers. Once again, this provision refers to the extension form through the I. N. C. I. E. and the U. N. E. D. (National Extension University).*

IV. *Miscellaneous*

— *Order of January 31, 1977 by which the procedure and criteria are regulated for the garanting of subsidies to Co-operating Organizations in the Pemanent Adult Education Program. It endeavors to reach*

the goal of providing help in financing the activities carried out in the field of adult education by non-profit organizations or institutions that lack sufficient means to carry out an effective action and attain a positive yield.

— *Decree 2892/1975 of October 31, by which the Temporary School Health Regulations are approved. The importance of this Decree is derived from the fact, on one hand, that school health involves the medical-preventive control of the youthful population including nearly 8 million pupils in the different educational levels, and on the other hand, that it deals with the individual during the period of his life in which the physical, mental and social development of the organism takes place.*

— *Orders of December 10, 1975 by which Paragraph One of the Second Transitory Provision of the Temporary School Health Regulations is developed, and a work group is organized for the purpose of dealing with the implementation of these health services. Determination is made of the calendar of activities to be carried out in fulfillment of the Regulations during the 1975-76 academic year.*

Dispositions under study

I. *Academic System*

— *Order Draft regarding test and application schools. Now in the process of development, it will eventually constitute the institutional support of the E. D. I. N. T. E. (Testing and Dissemination of New Educational Techniques) Program, which we shall be referring to further on in this paper.*

— *Decree Draft regarding the Authorization and System of Parent Associations. Also under development, this measure is now in a preliminary information period carried out by the directly affect institutions. When it becomes effective it will allow a higher degree of participation and control by families in the educational process of pupils and even in the daily school system.*

— *Order Draft regarding the Municipal Education Boards (Juntas Municipales de Educación). This is the agency through which the local governments shall take part in the field of education.*

— *Decree or Order Draft regarding bilingual education. Its purpose is to achieve the forementioned goal of fully incorporating the different*

national languages into education. After broad consultations in the different regions, a whole series of problems have been revealed which must be faced, including the authorization of education, education models, training of teaching staff, and different formulas for state- and non-state-run schools.

— *Order Draft regarding adult education schools.*

II. *Schools*

— *Organization Regulation Draft regarding E. G. B. schools. This measure is in a very advanced stage of proceedings, and has been submitted for the opinion of the teaching staff itself.*

— *Regulating Decree Draft of educational agreements. This measure is the result of a thorough preparation and in the future it will regulate the relations between the Ministry of Education and Science and the non-state-run schools insofar as the latter should be the beneficiaries of state aid relating to the implementation of cost-free education.*

III. *Teaching Staff*

— *Decree Draft for the staff of E. G. B. schools. This measure has also been submitted for the opinion of the teaching staff as a result of having left the Decree approved on December 5, 1975 in suspense.*

Spheres of priority interest - Realizations

From a technical-pedagogic standpoint, the spheres of prioritary interest have been those purposes and goals that have been previously mentioned and which have been set forth in the series of provisions and drafts that are listed on the foregoing pages.

If we should attempt to synthesize the situation to the utmost, we may state, beyond all doubt, that this huge effort has been directed towards the attainment of *total schooling*. In fact, in 1974 (the year of the total implementation of the eight grade levels which go to make up the *E. G. B.* or Primary and Lower Secondary School), it was necessary to face up to an estimated demand of 750,000 new school places. This goal was almost completely reached through new construction, the setting up of provisional school rooms, total utilization of available schools and the assembly of prefabricated classroom facilities plus subsidies to non-state-run schools.

This large effort gave the following satisfactory results:

Year	Nr. of Pupils in State-Run Schools	Nr. of Pupils in Non-State-Run Schools	Total Nr. of Pupils
1974	3,229,863	2,131,908	5,361,771
1975	3,311,493	2,161,975	5,473,468
1976	3,539,000	2,131,000	5,670,000

In this way there was a rise in the school population from 4,945,000 children in 1973-74 to 5,670,000 this year. This is an increase of almost 15 % in relation to the total number of children in school over a three-year period.

Aside from the main purpose of creating a greater pupil capacity, the following specific accomplishments should also be mentioned:

a) *Scholarization.* It has been necessary to carry out a large district-oriented schooling operation by bringing about a concentration in those places considered to be district capitals. This operation has been carried out by the following means: school transport, school cafeterias and boardings schools *(escuelas-hogar)*, according to the following figures:

Year	Pupils Transported	School Cafeteria Capacity	Boarding School Capacity (Residencias and Escuelas-Hogar)
1974	419,000	635,000	134,000
1977	600,000	850,000	170,000

As a result of this concentration policy, the growth rate in units in complete *E. G. B.* schools (including a total of eight grade levels) has been quite considerable, while at the same time there has been a decrease in the number of *Escuelas Unitarias* (schools in which a single teacher is responsible for all subjects and classes throughot the compulsory schooling period), mixed forms, and small *Escuelas Graduadas* (in which a different teacher is responsible for each grade throughout the compulsory school period). The total sum of units in complete schools has currently risen to 122,000 (for an increase of 108 % in relation to 1970). On the other hand, the number of *Escuelas Unitarias* has gone down to 14,500 (for a drop if 50.8 % with respect to the same period of time), and number of units in incomplete schools is 20,800 (equal to a drop of 53 %).

With regard to non-state-run schools, an important effort can be noted on the part of private enterprise in an attempt to attain an infrastructure that is similar to that of the state-run sector: the building of new schools, the transformation of others, and the progressive closing of those which do not meet the minimum requirements. All of this is leading to a transformation of the sector which should be positively evaluated and which results in a high frequency of authorizations and classifications.

Year	*Authorized Schools*
1974	60
1975	88
1976	34

In the pre-school education field, there is an estimated population of 2,800,000 children. Only 920,000 (approximately 32.8 %) are in schools of this level, in addition to some 125,000 others who are in E. G. B. schools.

Of the 92,000 children in pre-school facilities, 800,000 are in *escuelas de párvulos* (kindergartens, for children 4 to 6). 360,000 of these children are in state-run schools while the other 440,000 are in private ones.

b) *Gratuity*. Both the number and amount of subsidies have been progressively and considerably increased. The following table provides figures in this regard:

Year	*Units*	*Annual Module (pesetas)*	*Pupils Involved*
1974	19,512	234,400	690,000
1975	34,678	303,850	1,214,000
1976	41,723	410,000	1,251,690

The rise in the cost of the different components that make up the «price of education» have a notable repercussion on the family economy. The Ministry of Education and Science attempts to relieve this effect with the mechanisms of price subsidy and cost-free subsidy.

c) *Investments*. The budgetary funds were as follow:

Year	E.G.B. (State-run Schools) Building Program	Pre-School (State-run) Building Program
1974	10,976,530,000	436,750,000
1975	11,099,270,000	300,000,000
1976	9,327,000,000	211,000,000

Over the budgeted funds for the *E. G. B.* and Pre-School programs in 1976 there was later an investment increase of 500 and 300 million, respectively.

As an aid to the building of non-state-run *E. G. B.* schools, the following amounts were invested during the years we are dealing with:

1974	286,000,000
1975	291,062,500
1976	300,000,000

d) *Permanent Education*. The period of 1974-1976 has been the most critical stage in the permanent education process because of the scarce means which have been available, both with respect to personnel and funds. On the other hand, the demand for this type of education is steadily growing. Specifically speaking, the aspirants to the degree of *Graduado Escolar* (Lower Secondary School Diploma) have increased according to the following figures based on the aptitude tests for those over 14 years of age:

	Pupils enrolled
1974	75,213
1975	87,521
1976	97,000

In relation to this field, the connection with the Military Ministries and with the Ministry of Labor should be pointed out.

This complex problem has been approached as follows:

— Establishment of the education system, evaluation system and granting of subsidies to co-operating organizations.

— The holding of seminars with reporting inspectors *(Inspectores Ponentes)* and specialization courses for the teaching staff.

— Revision of the teaching guidelines.

e) *Teaching Methods.* In relation to teaching methods, tests and experiments have been conducted on the autonomus work of the pupils, improvement of intellectual work techniques and the incorporation of organization system in school practice that facilitate individualization, socialization, personalized work, etc., and dissemnating all those experiments which have been carried out and prove to be adequate for such generalization.

Very special mention should be made of the Testing and Dissemination of New Education Techniques program (E. D. N. T. E.) whose purpose is to promote the participation of teachers and inspectors in operation research and the dissemination of innovations, thus complementing the undertaking of the I. C. E. s., I. N. C. I. E. and pilot schools.

This program went into operation during the last phase of the period which we are referring to and its activities and projects revolve around the following problems: integral science, testing of new teaching resources, school guidance, continual evaluation and recovery, didactic use of the school surroundings, tests on education for community purposes, redefinition and establishment of the pre-school system.

f) *Study plans and programs.* The study of experimental science has called for an updating of its teaching on all educational levels. Regarding the 2nd Stage of *E. G. B.*, it has been estimated that this updating shall be channeled towards «integration», since this is the line that has been adopted by the leading countries in technological and scientific fields as well as because of the new concept of humanism that is being developed in our society and the discoveries and advances made in the field of psychology with respect to personal development and the establishment of the laws of learning. The programming thus responds to the science integration method, without yet establishing any borders between them, but with an introduction to the systematics of each respective field.

This line of renovation includes the studies carried out in the fields of modern languages, pretechnology and, quite specifically, natural sciences and mathematics.

g) *Selection, Formation and Improvement of the Professorate.*

The main innovation with regard to training has been the new university curriculum, whose first graduation class was in 1974. Said cur-

riculum was implemented in 1971 to meet the demands of the new structure of the General Education Act and includes the following: *Bachillerato* (Upper Secondary School) and *Curso de Orientación Universitaria* (university preparation or orientation course) as preliminary studies, and then three years of specific studies in the *Escuelas Universitarias de Formación del Profesorado de E. G. B.* (E. G. B. Teacher Training Colleges), in which common subjects are taken together with one of the specialities of *E. G. B.* (Primary and Lower Secondary School): Mathematics and Physical-Natural Sciences, Social Sciences and Language.

Likewise, in 1974 a system of selection tests was established in Spain, taking the specialties of the three formentioned areas into account.

In relation to the improvement of active teachers, the action has been continued which is intented to furnish the *Magisterio Primario* (Primary School Teacher Training) of the former curricula with the university-level training that is now required by the General Education Act. The main innovation in this period has been the implementation in 1975 of the extension improvement process for the purpose of furnishing this possibility of improvement to teachers who are active in isolated places and to arry out this action in one complete academic year without requiring that the teachers' jobs be interrupted. The performance of these courses is entrusted to the U. N. E. D. (National Extension University).

h) *Scholastic and Vocational Orientation.* By Ministerial Order of April 30, 1972, the organization is regulated, on an experimental basis, for the Province School and Vocational Counseling Service *(Servicio Provinical de Orientación Escolar y Vocacional)* for E. G. B. pupils according to Sections 125 and 127 of the General Education Act which recognize the right of pupils to educational and vocational scounseling in relation to the selection of the studies and work activities that will assure their effective incorporation in the world of study and work.

The General Education Act conceives of counseling as an essential activity in the educational process which, aimed at the integral development of the pupil from the individual and social standpoints, helps him achieve a knowledge, acceptance and management of himself so as to achieve the balanced development of his personality and his incorporation within the community.

But it should not be forgotten, just as is stated in the preambule of the forementioned Ministerial Order, that although counseling is a cooperative undertaking of all those who take part in education, parents and teachers play an especially important role in this action because

of their personal and continuous relation with pupils, and this counseling will be effective if the teaching staff, with the support, if applicable, of personnel specialized in the fields of diagnosis and development of recovery programs, fully realizes what its tutoring function is and adapts its pedagogic-didactic activities to the demands deriving from the study carried out in co-operation with the technical personnel.

The complementary provisions of the General Education Act have been dealing with the need for school, personal and vocational counseling based on data that shall be recorded in the personal file of the pupil, since this counseling is a necessary step in the path towards attaining efficient education. Technical-administrative channels have not yet been established, however, to make this feasible.

For this reason the Ministerial Order which we have mentioned provided for the implementation of a Province School and Vocational Counseling Service that will have a specialized staff and which will perform, within the scope of its competence, the following functions:

— Direct or carry out, as applicable, the tasks of school, personal and vocation counseling for pupils, especially during critical moments in their schooling and psycho-biological maturity process.

— Guide and render aid to the teaching staff of *Educación General Básica* (E. G. B.-Primary and Lower Secondary School) in its tutoring function.

— Inform parents, teachers and pupils of the available study possibilities and vocational outlooks on a province and nation-wide scale.

— Propose research studies on the process of school learning in the different cultural fields.

— Co-operate in the National Institute of Special Education *(Instituto Nacional de Educación Especial)* in locating and diagnosing the needs of those pupils requiring Special Education.

Future expectations

The main purpose involving the attainment of *full and effective schooling*, which the greater part of the efforts of the Bureau have been oriented towards during the last few years, is now in a very advanced stage. Nevertheless, there are still some pupils who are receiving their education under precarious conditions of split-schedule (double-shift), poor classroom facilities, excessive enrollment or *escuelas unitarias* or

mixed forms. Of the total number of approximately 5,670,000 children in *E. G. B.*, about 1,000,000 find themselves in the forementioned conditions (and of this sum about 140,000 in private schools), and that is why it will be necessary to carry on this endeavor until the above-mentioned purposed is fulfilled. There must be a considerable improvement in facilities and the construction of new district schools, while attending to the needs of alienated nuclei such as outlying districts or settlements inhabited by Gypsies or the slum districts of the large cities.

Short-term measures to cope with these problems include the furnishing of the necessary special credits (some two billion (2,000,000,000) pesetas) for the purpose of building school units in the industrial belt areas of Madrid, Barcelona, Valencia, Seville and Malaga (for a total of around 2,112 units). In medium-term perspectives, the Overall National Budget should provide sufficient credits to allow the total replacement of deficient schooling conditions within a period of 3 years' time.

In the second place, it will be necessary to give priority to the full *Pre-School educational process.* Social pressure, which is steadily becoming more intense, and the serious needs posed by this sector, require the creation of some 400,000 pre-school places within a six year period, on the assumption that private enterprise can take care of part of the demand and bearing in mind that there are families which prefer to bring their children up at home while they are still in this age group. The creation of new school units, for the time being for the *párvulo* (kindergarten, 4-6 yrs.) age groups, is especially pressing in the so-called industrial belt areas of the large cities.

Together with these quantity-related problems, the intention is to also meet the requirements of *quality* in education.

The new perspectives in the field of education can be considered from the following standpoints:

— Improvement of the network of *schools* and the adaption of this network to the purposes of the two stages of *E. G. B.* (Primary and Lower Secondary School). The considerable economic effort called for by the demands of adequate schooling for the entire school-age population, and above all, the transcedental importance of the value implicit in education, demand that special attention be given to the performance of schools.

— New characterictics of the situation of the *teaching staff* in relation to the following: pupils, society, the government and even to themselves. It is obvious that the quality and yield of education depends in the first place on the teaching staff: an educa-

tional system is only as good as its teachers. In this regard there are two particularly stressing problems that must now be faced: the dissatisfaction of the non-regular teaching staff *(profesorado interino)* which is particularly sensitized to the problems derived from its instability, and the situation of the university schools *(Escuelas Universitarias)* in which future teachers are trained.

With regard to the forementioned university schools, it should be pointed out that approximately 60,000 students are currently enrolled there, thus entailing a difficult future employment perspective for these people. The feeling of individual frustration of these graduates is an especially touchy factor and it must be taken into account by the Ministry of Education and Science.

— Changes derived from the progressive democratization of education and the subsequent social participation in education.

— Attention to management functions.

— Revision of questionnaires and a greater attention to given training facets: civic, artistic, pretechnological and physical education.

— Special attention to pupil counseling.

— New approach to adult education.

— Greater coordination in the field of pedagogic research and adoption of measures that assure the dissemination of research that proves suitable for renovation of school practice.

2.b. OBJECTIVES, AIMS CONTENTS AND ORGANIZATION OF EDUCATION. BACCALAUREATE AND PROFESSIONAL FORMATION LEVEL

«Bachillerato» (upper secondary school) New orientations

The first year of the new *Bachillerato* or Upper Secondary School as regulated by the General Education Act was implemented in October of 1975.

According to the terms of the forementioned Act, the main purpose of the *Bachillerato* is the general human training of pupils, enhancing the development of work habits in them, as well as their co-operation and training in social activities and responsibilities.

Being a secondary education institution, the *Bachillerato* carries on the process of human training that the pupils began in the *Educación*

General Básica (Primary and Lower Secondary School) level, while intensifying this training as far as necessary to prepare and guide pupils towards access to higher studies or intermediate Vocational Training and active life in society.

In accordance with these purposes, the General Education Act sets forth the subjects of study and orientation of the different forms of education in Sections 21 through 29. The provisions regulating the Curriculum of the *Bachillerato* and its different facets expressly stipulated what is indicated in that regard by the forementioned sections of the Act.

The configuration of the *Bachillerato* involves a predominantly common base, while nevertheless offering a certain possibility of choice for pupils in order to respond to their motivations, specific aptitudes, future orientation and personal options.

This common base attempts to bring about a similar general training for all pupils, regardless of whether they should be oriented towards Vocational Training or towards univeristy studies, thereby facilitating the possible interconnection and return of pupils to either of these forms of education.

The optional subjects offer pupils a beginning orientation towards some more specific area of human knowledge, but without detracting from the common nature given to the General Curriculum, while serving as an index of the pupil's interests and furnishing him with experience in decision-making and the taking of responsibility in something as important as the selection of his own education.

The first and second years are fully unified, while the third year offers, together with the common subjects, two broad options in which the pupil may choose between certain predominantly scientific subjects and other predominantly humanistic ones.

Furthermore, without attempting to achieve a diversification of contents which pertains to the university level, subjects are grouped into areas of knowledge that are composed of the fields that bear the closest relation to each other, with special emphasis on interrelations.

The interdisciplinary nature of the current *Bachillerato* acquires special relief with the introduction of Technical and Vocational Education and Activities, by means of which the pupil should synthestize the theoretical knowledge he has acquired up to then, applying it to the world around him and taking contact with the problems affecting the technical-vocational field and everyday life. This is an innovation in the new *Bachillerato*.

The provisions regulating the current Curriculum, to prevent education from becoming purely theoretic and its contents from becoming mere abstract notions, establish the need to use the most suitable active methods so as to complement theoretical aspects with recommended practical exercises, thus achieving a logical balance and interaction between theory and practice.

The check determining the fulfillment of the purposes of education is carried out according to the continuous evaluation process, whose generalization was started in 1970 upon the publication of the General Education Act.

This process does not only allow an evaluation of the performance of students, but also makes it possible to detect the degree to which the programmed purposes have been fulfilled and the extent of the general progress in each one, while furnishing the educator with information about the causes of any possible deficiencies to allow that suitable suitable corrections be implemented in both education programming and in the means used in education, enhancing the establishment of more adequate recovery activities.

The evaluation attempts to obtain some indices that are very useful for orienting pupils when considered in relation to their particular personality traits as observed by teachers.

The year to year promotion of pupils by this evaluation, in function of their academic performance, is regulated by Section 28 of the General Education Act, which is in turn supplemented by Act 30/1976 dated August 2.

This whole long instruction-education process that is carried out from year to year, although conceived within the overall sphere of the *Bachillerato*, should nevertheless be oriented from the basis of a well-meditated and coherent programming of education and activities as pertaining to the different *Seminarios Didácticos* or Teaching Seminars, the coordination of whose activities has been entrusted to the School Principals.

Programming is developed, from its most general aspects to the most specific ones, according to the following process:

a) General programming of all subjects within the ensemble of purposes of the *Bachillerato*.

b) Coordinated programming of the subject included in each of the areas of knowledge, as established by Section 24 of the General Education Act.

To this end the *Bachillerato* School Regulations have provided for the existence of an Area Coordinator, who is responsible for implementing the interdisciplinarity within the area, under the supervision of the School Vice-Principal.

c) Specific programming of each subject within the general contents and according to the methodologic guidelines established for each one by the Ministerial Order of March 22, 1975.

This programming pertains to the *Seminarios Didácticos* (Teaching Seminars) and the relevant instructions appear in the Resolution of the Educational System Bureau («Dirección General de Ordenación Educativa») dated July 4, 1975.

The *Seminarios Didácticos* were already in operation in the state-run *Bachillerato* schools in accordance with the provisions resulting from the Secondary Education System Act (1953).

The operation of these seminars has now been extended to non-state-run *Bachillerato* schools, although they had in fact already been established in these school for each subject, albeit in a non-regulated way. We thus find that the real innovation in this regard is the establishment of the seminars here on a legal level.

Legal norm

Omitting mention of the provisions which had to be enacted to assure the correct regulation of the transition from the education existing in 1970 to the current system, the following rules are worthy of note:

«Bachillerato»

A) *Curriculum.*

1. Resolution of the Educational System Bureau of July 4, 1976. This Resolution provides instructions for the application of the provisions of the Ministerial Order dated March 22, 1975, by which Decree 160/1975 of January 23 was developed. Said Decree approved the *Bachillerato* curriculum and regulated the the College Preparatory Course («Curso de Orientación Universitaria»).

   — Education programming.

   — Evaluation of the performance of pupils in state-and non-state-run schools.

— Development of given programs and their teaching guidelines.

— The EATP (Tech.-Voc. Educ. & Act.) and other subjects.

2. Act 30/1976 of August 2 (State Gazette of August 3), amending Section 28.5 of Act 14/1970 of August 4.

   — It authorizes year-to-year promotion of pupils with less than three subjects failed after the extra September examinations.

3. Royal Decree 2214/1976 of September 10, amending certain sections of Decree 160/1975 of January 23, by which the *Bachillerato* curriculum was approved.

   — Considering the training value involved in choosing optional subjects, their number is increased.

   — The second modern language, which is established on a voluntary basis only in the third year of the *Bachillerato*, is herewith extended to all years of the *Bachillerato*.

B) *Extension of the Bachillerato to Social Sectors that are not Covered by the Ordinary Education System.*

1. M. O. of October 15, 1975 (State Gazette of Oct. 22).

   — It regulates evening *Bachillerato* studies with a special organization with regard to schedules, calendar, methods and teacher and pupil systems, without affecting the contents.

2. Resolution of the Secondary Education Bureau of July 31, 1976 (State Gazette of August 31), regarding Evening Studies. This Resolution provides for the following:

   — Schedules.

   — Options, with respect to enrollment in all or some of the subjects for each year.

   — Work plan and guidelines.

   — Study year promotion system.

   — Special nature of Physical Education and Technical and Vocational Education and Training.

3. Decree 2408/1975 of October 9 (State Gazette of October 16) by which the National *Bachillerato* Extension Institute (Instituto Nacional de Bachillerato a Distancia) was created. It has the following characteristics:

   — The Curriculum is taught as regulated by the provisions of Paragraph 2.1.A).

— It accepts all those pupils, in the national territory or abroad, who cannot attend ordinary schools.

— All recognized *Institutos Nacionales de Bachillerato* (state-run *Bachillerato* schools) co-operate with the INBAD (National *Bachillerato* Extension Institute) in the following:

a) Practical exercises.

b) (Periodical) stays of faculty with pupils.

c) Evaluation of the educational performance of pupils.

C) *Educational Research and Experimentation and Teacher Training.*

1. Decree 2343/1975 of August 23 (State Gazette of October 7) by which the Pilot Schools are regulated. Their functions are as follow:

— Study and experimentation of curricula and programs as well as specific experiments.

— Faculty training and improvement.

D) *Educational Organization and Advisory Services.*

1. Ministerial Order of May 18, 1976 (State Gazette of June 22) by which the Advisory Commission (Comisión Asesora) of the Secondary Education Bureau was created.

— Advice and guidance with regard to guidelines of action and regulations of a general nature.

— Abolishing the Ministerial Order of November 6, 1974 by which the Advisory Commission of the Educational System Bureau was created.

2. Resolution (communicated) of the Secondary Education Bureau, dated October 9, 1976, regarding the participation of pupils in the *Institutos Nacionales de Bachillerato.*

— Experimentation on the participation of pupils in the educational undertaking, pursuant to the establishment of the Pupils' Statute (Estatuto del Estudiante), whose main lines were established in Title IV (Sections 115 through 132) of the General Education Act.

3. Royal Decree 264/1977 of January 21 (State Gazette of February 28) by which the Organization Regulations (Reglamento Orgánico) of the Institutos Nacionales de Bachillerato were created.

— Composition and operation of the relevant government agencies.

— Rules regulating the governing, administration and system of education therein.

Professional Formation - Regulation of the teachings of Professional Formation

Vocational education is provided for in the General Education Act published on August 4, 1970 and configurated in three successive grades or levels with a maximum duration of two years per level plus certain supplementary subjects in order to pass from one to another.

The first or lower level begins after the *Enseñanza General Básica* (Primary and Lower Secondary School, that is, for pupils up to 14 years of age), and by provision of law it is compulsory and free of charge.

The law provides for the obligation to take Lower Vocational Training studies in order to qualify for access to work, and the current Spanish educational policy is oriented towards the full achievement of this goal.

The Intermediate level may be entered directly by Bachillerato pupils and those of the Lower Vocational Training through a course of Supplementary Education, thereby providing these pupils with a cultural training level that is similar to that of pupils who have finished the *Bachillerato*.

The third or Upper level may be entered by university graduates (three years of study in a *Facultad* or university faculty), those with degrees from *Escuelas Universitaria* (university schools), and those students how have graduated from the Intermediate level and who have carried out some Supplementary Education courses intended to bring them up to the same training level as the pupils from the two forementioned groups.

New objectives

The main purpose of Vocational Education is to provide adequate vocational training for pupils while continuing their integral training at the same time.

The purposes of this form of education have varied substantially during the period between 1974 and 1977 with the implementation of new curricula.

The development has gone from the earlier curricula in which studies were concentrated from the beginning on the techniques and skills involved in each profession, while in the higher levels more general and organization-oriented studies were provided, to vocational education with a strong humanistic and scientific content in the Lower level which also features a broader scope of study regarding the techniques of each professional field.

The main purpose of this change is to avoid placing the pupil in an irreversible position when he is only fourteen years old and has but little knowledge of other options and leaving him with little possiblity of adapting himself to the changes that sociey or technology may impose on him in the future. An attempt is made to provide him with a broader base of general knowledge and a greater degree of scientific and humanistic preparation that will allow him to adapt himself to such foreseeable changes.

This orientation allows the possibility of a change of profession within the same branch and even makes it possible to change from one professional branch to another by passing from the Lower level to the Intermediate one. This was not possible within the earlier system.

At the same time there has been a considerable flexibilizing of the possible transfer of pupils between secondary and vocational education so that a Vocational Training pupil may enroll in the *Bachillerato* or a *Bachillerato* student may change over to vocational studies before concluding their studies on this level.

Thanks to all these measures, the pupil who begins vocational studies keeps the capacity to choose other options, even though experience has shown that op to now the number of pupils who actually take advantage of this possiblity is small.

Flexibility of the System

A logical consequence of this educational policy is that true specialization or professionalization is accomplished in the second or Intermediate level.

In this level, according to the highly flexible possiblities provided for by the Education System Decree regarding these studies, which allows the schools or institutions to «prepare specific programs for each profession with those special features that may be fitting according to the characteristics of the area in which the school is located or for other reasons that make it advisable», permits of an experimental

nature with a fixed time limit have been granted so that if the experimentation results prove to be positive, they may be established in a final way.

Specialized teaching

One of the main difficulties of the system lies in the confluence in access to the Intermediate level by both pupils from the *Bachillerato*, who may enter directly, and those from the Lower Vocational Training, who may enter through certain Supplementary Studies. This supplementary education, whose purpose is to provide these pupils with a general training that is similar to that of the *Bachillerato* pupils before beginning the Intermediate level, must by force be a very dense and difficult course intended to cover the pupils' deficiencies with regard to the knowledge taught in the predominantly intellectual subjects of the *Bachillerato*.

This has the serious drawback of the difficulty involved in passing the course, as well as that of separating the pupils from the technology and practices of the profession they are beginning for a whole year.

In order to deal with this difficulty, the Vocational Training System Decree provides for the possibility of receiving an education that terminates in the same Intermediate level degree by a parallel system that consists of three years of study. Throughout these three years the pupils study, in adequately dosed form, those theoretical subjects in which pupils coming from the Lower level show a deficiency, together with the other specific subjects that go to make up the vocational specialties of the second or Intermediate level. In this way an exclusively theoretical course (that is, the Supplementary Education course for access to the Intermediate level from the Lower level) and the two basically technical-practical courses of the Intermediate level (making for a total of three courses or study years) are replaced by three other courses with contents and total duration along the same lines, but with a more balanced distribution of subjects in each course. This system, known as *Enseñanzas Especializadas* or Specialized Education, is applicable to those professions that require a special continuous practice and has been largely accepted (Decree establishing the education to which this system applies: 23-8-75).

Calendar for change

The implementation of this educational system, which was preceded by a broad experimentation program in selected schools, has been generalized to include all public and private schools as of the 1975-76

academic year. At that time it became compulsory to begin the first course in this new form of education, so as to continue implementing these studies in a successive, course-by-course way.

The most important legal norm in reference to Professional Formation

Coordination

— *Ministerial Order of November 18, 1975 by which the inspection functions of the Vocational Training Coordinators are regulated.*

- With respect to Vocational Training, it develops Decree 664/1973 of March 22 relating to the competence of the Education Technical Inspection Service (Servicio de Inspección Técnica de Educación).

Adult Pupils

— *Ministerial Order of July 24, 1975 regulating Lower (first) level Vocational Training so as to make it accessible to those pupils who must work by day and carry out their studies in the evening.*

— *Ministerial Order of March 8, 1977, establishing the system of maturity tests so that they can allow adult workers to obtain Vocational Training degrees if they can accredit given work activity conditions and sufficient age.*

Schools

— *Ministerial Order of August 14, 1975 by which the program of needs was approved for the development of designs for Lower and Intermediate Vocational Training Schools.*

- This is an attempt to coordinate the creative task of the authors of designs with the necessary correlation between the general building arrangement and the special educational purposes for which it is intended.

— *Ministerial Order of November 30, 1975 by which the Temporary Regulations for Vocational Training Schools were approved.*

- This measure attempts to provide all Vocational Training Shools, in their new stage, with regulations that, although temporary, nevertheless unify and facilitate their operation until the experience obtained allows final regulations to be developed.

— *Ministerial Order of Fabruary 17, 1976, by which subsidies are regulated for non-state-run Vocational Training Schools to assure cost-free Lower Vocational Training.*

- Since no legal regulations have been enacted to allow the establishment of the agreements referred to in Section 96 of the General Education Act, this rule provides for a subsidy system for the purpose of gradually and progressively attaining the cost-free system imposed by the law on this form of education.

Plans

— *Ministerial Order of July 13, 1974. Arrangement of the study schedule, teaching guidelines and questionnaires for the Lower Vocational Training Curriculum in 20 vocational fields.*

— *Ministerial Order of September 13, 1975.*

- Regulation of the second or Intermediate Vocational Training through the publication of the Methodologic Guidelines, Schedules and Questionnaires.

Teaching Means

— *Ministerial Order of September 8, 1975 regarding the temporary permission during the 1975-76 academic year for books and teaching material to be used in schools.*

- This temporary permission is not only derived from the possibility of the Questionnaires for the Lower Vocational Training being partially changed if experience makes it advisable, but also from the reports issued by the examining committees on textbooks and teaching materials which were appointed according to the Ministerial Order of December 2, 1974. During the first year of operation of these Committeesalone, reviews were carried out on a total of 550 books with proposals being made for pertinent corrections.

Teachings Staff (Faculty)

— Act 37/1977 of May 23 regarding the establishment of the staff of Vocational Training School Regular Teachers *(Profesores Numerarios)* and Shop Teachers *(Maestros de Taller).*

- The increase in the number of pupils receiving this education during the last two academic years, which is a trend that will probably continue in coming years, plus the necessary establish-

ment of a system and unification relating to the teaching staff involved in this education leve , constitute the main reasons for which this Act provides for such a remarkable increase in teaching staff.

Validations

— *Ministerial Order of December 5, 1975 by which the validations are determined of studies between Vocational Training and Bachillerato.*

- This is a Ministerial Order of particularly broad scope insofar as the extension of Vocational Training is concerned. It establishes the connection and interrelations between the different levels and grades of education that allow access to Vocational Training or *Bachillerato* and the necessary vocational re-adaptations.

— *Ministerial Orders of November 21 and 26 by which the equivalencies are determined of the Vocational Training degrees in relation to other study levels that were effective before or after the General Education Act.*

Access to University Studies

— The regulation of access for those with degrees from Intermediate Vocational Training to education in University Schools *(Escuelas Universitarias)* of related fields (Ministerial Order of June 24, 1975).

Miscellaneous

— *Decree 2205/75 of August 23 regarding Specialized Education (Enseñanzas Especializadas) of a vocational nature.*

- Decree 995/1974 of March 14 regulated the system for Specialized Education of a vocational nature. Section 21 thereof provided that the Government should determine the specific cases in which such a curriculum would be applicable, considering those professions which, because of their special characteristics, require special continued practical training. This is what is determined by the new Decree of August 23.

— *Ministerial Order of September 24, 1975 regarding access from the Lower to the Intermediate level of Vocational Training.*

- It regulates the Supplementary Education Course *(Curso de Enseñanzas Complementarias)* which provide access to the second or Intermediate level.

Projects under study in Professional Teaching

The following are the most important projects currently under study or now in the process of publication, among others:

Adults

— Regulation of the evening education for adult workers in the second or Intermediate Vocational Training.

Teaching Means

— The completion of the standardization of the teaching means that are necessary for the education of groups of pupils who are studying specialities that are becoming regulated.

New Education

— The increase in attention to and regulation of vocational studies in some sectors that are not yet adequately covered or in which new specialties are appearing. Education in the following branches, among others, is currently in the process of regulation study:

- Data Processing.
- Real Estate Agents.
- Airline Hostesses.
- Public Relations.
- Cosmetologists.
- Plastics experts, etc.

— The follow-up and evaluation of the experiments currently being carried out so as to proceed to regulate them in a general way should the results thereof prove to be positive.

Homologations

(Accreditation or Recognition of Efficiency)

— Homologations of education in specific private vocational training schools so that, if these schools offer the required guarantees, the education of a practical nature which they provide may be granted academic validity, it being necessary to supplement this practical education with studies in the other pertinent areas in order to attain the corresponding degree.

Interrelations with Other Forms of Education

— The integration within Vocational Training, or establishment of interrelations therewith, for those very special forms of education which are still of a terminal nature and lacking academic validations, as in the case of some studies involving Applied Arts, Music, Languages, etc.

Third or Uppel Level

— The development of the third or Uppel level of Vocational Training, especially for those sectors which justify the need for a higher degree of specialization than is provided in the Intermediate (second) level and for which there are no University Schools connecting with the Intermediate level.

Teaching Staff

— A considerable enlargement of the state-employed teaching staff for Vocational Training, proposed by the Government to the *Cortes* (Spanish parliament) and pending resolution.

REALIZATIONS

I. **Scholarization**

First of all a distinction should be made between two sectors: that of Lower (first) level Vocational Training, which has been declared to be compulsory by the General Education Act, and the *Bachillerato* and Intermediate (second) level Vocational Training, which are not compulsory.

Professional Formation of the 1st Degree

The Vocational Training system was established by Decree 995/1974 of March 14, which was later confirmed by Decree 707/1976 of March 5. This system led to the implementation of Lower Vocational Training on an experimental basis in the 1974-75 academic year, and in a general way in the 1975-76 academic year. The present academic year will witness the completion, on a general basis, of the two courses which go to make up this level, and subsequently, at the end of this academic year we will have the first ordinary graduation class of *técnicos auxiliares titulados* or graduate assistant technicians.

The number of pupils per course, in the schools attached to the Ministry of Education and Science, are as follow:

1974-75	80.000
1975-76	117.000
1976-77	144.000

The strong increase which can be observed is largely due to the general implementation of this level of vocational education. Since the final material means of schooling could not be improvised, in the summer of 1975 the creation took place, for the academic year that was to begin the following autumn, of 170 Vocational Training sections distributed throughout the national territory. This measure involved the schooling of over 8.000 pupils in the Lower level.

In any case it has been found that the demand for schooling in this field is the strongest in those places in which the demographic concentration is greatest or industrial development the most intense.

In this academic year an examination is going to be carried out on the operation of the Vocational Training sections *(Secciones)* for the purpose of turning those sections which have a sufficient number of pupils, adequate premises and a population of a progressive nature into schools. Perhaps the case would also arise of creating some new sections or else eliminating the small number that have not justified their creation or never gone into operation.

Professional Formation of the 2nd Degree

In this sector the problems of schooling are less acute for the mere reason that this is not a compuslory form of education. In any case, the social pressure that is already found in the densely populated areas and in those of an industrial nature will be strongly intensified by the student population that successfully finishes the Lower (first level) Vocational Training and for those who conclude *Bachillerato* studies and yet who, regardless of what their reasons may be, should not continue on to higher education studies.

In order to cope with this increased social pressure, the following measures shall be implemented:

— The creation of *Institutos Politécnicos* (Upper Secondary Polytechnical Schools) by Decree 728/1975 of March 21.

— The enlargement of vocational specialties in the Lower and In-

termediate National Vocational Training Schools *(Centros Nacionales de Formación Profesional de primero y segundo grado).*

— The transformation of some Lower (first) level V.T. schools into double level (Lower and Intermediate) Vocational Training schools.

Baccalaureate

The pupil figures for this education level in the 1974-75, 1975-76 and 1976-77 academic years in the *Institutos Nacionales de Bachillerato* (National *Bachillerato* or Upper Secondary Schools), are as follow:

1974-75	386,437
1975-76	402,277
1976-77	481,000

This educational level is not compulsory either. Nevertheless, the constant demand for schooling must be taken into account in relation to the *Bachillerato*, since this is a social reality that must be faced by the State and which is given a special accent by the existence of private *Bachillerato* schools derived from the former *Secciones Filiales* (Affiliated Schools) whose operation has been subsidized by the State. Some 40,000 pupils receive their *Bachillerato* education by this means. For this reason, and because such Affiliated Schools mainly carry out their activities in low-level areas and among economically-weak families, the State will be forced to make a choice from among two alternatives: either maintain the subsidizing system for these schools in order to allow their continued operation, or else build and create *Institutos Nacionales* that can handle the student population of the former.

Special mention should be made of the so-called *extensiones* or extension schools. These are education units that teach *Bachillerato* in some places under the responsibility of *Institutos Nacionales* which are located somewhere else. Fortunately, there are not very many of these. Since they are not duly regulated, they are usually a source of trouble and most often respond to local political pressures that can only be slightly attended to, or even not at all. The attitude with regard to these extension schools or *extensiones* is clear: they should be turned into *Institutos Nacionales* if their existence as such is justified, while the rest should be eliminated at the same pace as the schooling problems of their pupils are solved by means of grants, school transport organization, boarding schools, etc.

II. Non-state Centers

Section 94 of the General Education Act provides for the principle of freedom to create non-state-run institutions of learning, but subjects such schools to the mechanism of prior authorization. This aspect of the General Education Act has been developed by Decree 1855/74 of June 7, which establishes the procedure for obtaining permits and the operation system for these schools. Regarding their classification, Section 95 of the General Education Act establishes within the levels of *Bachillerato* and Intermediate (second level) Vocational Training, the three well-known classes of *centros libres, habilitados* and *homologados*. The legal development of this facet is contained in the Ministerial Order of April 12, 1975 and supplemented, with regard to non-state-run *Bachillerato* schools, by the resolution of the Secondary Education Bureau of September 25, 1976.

Since the new B.U.P. *(Bachillerato Unificado y Polivalente)* curriculum will not be totally implemented until the 1979-80 academic year, when the former one will have been completely replaced, the same as the entire new Vocational Training in relation to the former *Oficialias* and *Maestrias Industriales* (Journeymen's and Foremen's Vocational Training), the classifications that have been granted to the schools up to now are of a provisional nature. All of them shall be reviewed before being given a final status for the 1979-80 academic year.

III. Gratuity

With regard to those educational levels which we are concerned with in this chapter, only Lower (first level) Vocational Training is cost-free according to law. The need to go about making studies cost-free even in non-state-run schools led to the enactment of the Ministerial Order of February 17, 1976, which regulated the procedure for the granting of subsidies on the basis of a module per pupil which is intended to lie close to the possible cost of education. The agency that took charge of this was the *Patronato de Promoción de la Formación Profesional* (Board of Vocational Training Promotion). The expense budget of this autonomus agency included the necessary credit to deal with these subsidies.

Nevertheless, several problems cast a shadow on the cost-free system as it applies to non-state-run Lower Vocational Training. In the first place there is the growing wages of teachers who, with their constant labor pressure, succeeded it having a collective bargaining agreement approved at the end of 1976 which strains the financial capacity of the

State because of the amount it constitutes in contribution to the budget of the autonomus agency. In the second place there are the enormous difficulties and risks of fraud involved in the establishment of the module per pupil which, in the event it should prove less than the real cost of education, would be a negation of its cost-free nature, while if higher, would entail an unfair profit of the education organizations that lie behind the non-state-run schools.

Lastly, there is the enormous difficulty that is met when setting up an adequate posterior check system on the use given to the public funds put into circulation for this purpose.

All of this leads to the consequence of the need to re-develop, in the near future, the very framework of the legal system and its possible replacement.

IV. **Investments**

A distinction must be made between State investments in the form of its own funds (state-owned buildings and their furniture and equipment), and State investments in the form of subsidies to non-state-run schools.

a) *Investments of the State's own funds.* Beginning in 1974, for the purpose meeting the *Bachillerato* and Vocational Training schooling needs, several different actions have be carried out:

— The start of construction for one hundred and twenty new Vocational Training schools and eighty *Institutos Nacionales de Bachillerato.*

— A yearly action designated as «Reform, enlargement and improvement», directed at putting the buildings of the state-run schools already in existence into adequate condition so as to meet the demands for pupil capacity that arise in their zones of influence.

— A program involving the modulation and standardization of school furniture and equipment in the aim of suitably fitting out schools with all necessary materials.

Perhaps it would also be worthwhile to mention the goal of attaining, within a short term, the modulation of the minimum library that should be available in all *Institutos Nacionales de Bachillerato.* This process is based on an initial proposal made by schools, which is then controlled by the District Inspections *(Inspecciones de Distrito)* and the delegations of the Ministry of Education and Science. The latter determine the minimum library dimensions and common library material on the basis of the curriculum.

b) *Investment through Subsidies.* For the intermediate levels of Vocational Training and *Bachillerato,* non-state-run schools can obtain a grant from the State for the purpose of creating new pupil capacity and providing all necessary facilities in relation thereto. The basic regulations for this type of aid to private enterprise are contained in Decree 488/1973 of March 1, as developed by Ministerial Order of January 22, 1976. According to the provisions of the latter, each year the Secondary Education Bureau *(Dirección General de Enseñanzas Medias)* shall publish a notice so that all the schools that might possibly be interested may submit their requests during a period of one month's time. This year said notice was made through Resolution of January 11 as published in the State Gazette *(Boletin Oficial del Estado)* of January 20.

Selection, formation and improvement of the Professorate

The incorporation of new teachers has called for the final arrangements for Teaching Aptitude courses through the I. N. C. I. E. - I. C. E. s. so that the programs of the new *Bachillerato* may be incorporated in the studies and training of these teachers.

The same thing is being done, although to a somewhat lesser degree for the present, with Vocational Training.

The expansion project of the educational system (teaching staff) has been of prioritary importance in relation to the implementation of the *Bachillerato,* according to its schedule.

The following should be pointed out in order of significance:

a) The *Bachillerato* teacher training courses organized by the I. C. E. s.

b) The performance of competitive examinations in 1975 and 1976 which have allowed the incorporation of a total of nearly 2,500 new regular teachers in the *Bachillerato* system.

c) At the current time a sum of around 6,000 regular *Bachillerato* teachers are in the process of being incorporated as a result of the competitive examinations held for admission to the staff of University Professors *(Catedráticos)* and Assistant Professors *(Profesores Agregados).* It has been possible to carry out this action as a result of the special enlargement of staff in relation to these teachers as provided for by Act 9/1976 of April 8. These staffs were once again enlarged by Royal Decree Law Law 25/1977 of May 13 after that.

d) Within the sphere of Vocational Training, in addition to the adaptation courses for the former teachers, new staff shall be created together with the programming of a Practice Teaching Staff and the selection of a regular teaching staff that is in accordance with the curriculum.

e) Lastly, the programming of updating activities for active teachers involving permanente attention to the activities of the Council of Europe and bilateral co-operation with other nations, as well as those activities pointed out in this relation and whose organization arises from the different agencies of the Ministry of Education and Science itself.

The most important problem for the immediate future is the maintenance of the quality of teachers in the case in which the massive incorporations that have taken place during the last few years should lead to a drop in quality.

The growth of education, with regard to both *Bachillerato* and Vocational Training, in quantitative terms and within the scope of State obligations, will require prioritary action in the two matters that we have been concerned with up to now, namely:

a) The enlargement of the teaching staff to meet the growth demands.

b) Parallel action in the field of quality to maintain an acceptable level and even recover those sectors which should be most degraded due to fatigue or age.

2.c. NEW ORIENTATIONS IN EDUCATIONAL POLICY. AIMS AND OBJECTIVES. UNIVERSITY LEVEL

1. **New orientations**

The university educational policy continues oriented toward complying with the aims and objectives set forth in the General Education Law.

In complying with these aims the Department has had to face in this period of time the aggravation of three basic difficulties which have conditioned its performance: student massification which has surpassed the personal and material means of the Centers of University Education, the increase in university conflictivity and, finally, insufficient financing.

Attempting to achieve the objectives mentioned previously and in consonance with the existing fundamental problems, the Ministry has oriented its activity towards the following points:

1) Regulation of access to university studies.
2) Duration of permanence in the University.
3) Regulation of the University professorate.
4) Greater participation of the students in the corporative life of the Spanish Universities.
5) Liberty of the students in the choice of activities of a religious, civic formation, sports and artistic nature which complete their integral formation.
6) Elaboration of study plans of the second cycle which, respecting the University autonomy, tend towards a better professional preparation.
7) Increase in scholarships and assistance in research.
8) Expansion of the University Centers and making better use of those in existence.
9) Encouragement of relationships between the Universities and their regional environment.
10) Development of the autonomy of the Universities.

Norms derived from the new orientations

a) *Duration of permanency in the University*

— *Decree-Law 9/1975 of July 10th, with guarantees for the institutional functioning of the University.*

Considering study as a right to which the State must attend, but also as an unavoidable social duty, taking into account that Education is financed through the efforts of the whole nation, demands and educational results must be measured on a double plane: one, stipulated by the passing of the tests corresponding to the unique disciplines of each study plan, establishing a prudent limit for convocations, and the other, general in character, setting the maximum period of time which, according to reasonable calculations, should be considered sufficient for the completion of University studies, there was established that: a) the maximum limit of time in the University will be the time corresponding to the plan of studies and two more courses; b) the right to

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4 convocations to examinations for each assignment; the impossibility of continuing their studies for those who pass no assignment for which they were matriculated in both the convocations for June and September.

— *Royal Decree-Law 8/1976 of June 16th.*

Considering that both the limit of permanence in the University as well as the determination of the criteria for evaluating the performance of the students are matters which should be regulated in the Statutes of each University, modified that set forth in Decree-Law 9/1975 in the following sense:

— The permanence in the University will be regulated in the Statutes of each University, although in no case will it be inferior to two courses more than those foreseen in the respective study plans for each career.

— The number of convocations for which University students may present themselves will be regulated in the Statutes of each University, within a minimum of four and a maximum of six.

— Unable to continue their studies in the Faculty or School in which they are matriculated will be those students of the first course who pass no assignment in the total of the convocations of June and September. They will be able to begin their studies in another Center, but should they perform as in the above example, they will not be able to continue in University studies. The Universities in their Statutes will be able to foresee the application of the above to the students of the second and third courses of each career.

b) *Disposition of the University Professorate*

1) Establishment of the groups of the Corps of Professors of the University Schools.

Law 36/1976 of December 4th sets these posts at 1,265 Numerary Professors and 1,500 posts to be filled in four years for Ascociate Professor.

2) *Disposition of the contracted Professorate*

The Order of August 15, 1975, developes Decree 2259/1974 in reference to the contracting of extra Professors, establishing the possibility of contracting by the Universities, established in Article 120 of the General Education Law, of Spanish or foreign Professors in considera-

tion of their prestige and recognized merits to attend to teaching fields of restricted specialization.

3) *Access to the Corps of the University Professorate.*

— *Decree 2211/1975 of August 23rd.*

It regulates the naming of Tribunals for entering in the teaching Corps of the University, establishing the sytem of lot for the naming of the Members, and the procedure for the inscription of the teachers pertaining to them, by means of commissions in which is represented the University to which the vacancy belongs.

— *Decree 2212/1975 of August 23rd.*

It establishes the method for becoming a part of the Corps of Assistant University Professors.

c) *Liberty of the students to select the activities which complete their integral formation.*

1) Religious Formation

— *Order of December 20, 1976.*

It removes this formation from the character of an ass gnment corresponding to the study plans, replacing it with the voluntary attendance of the members of the student body at the courses, seminars and other subjects of a formative nature.

2) Physical Education

— *Royal Decree 425/1977 of March 4th.*

It establishes that this formation loses its character of an assignment and is developed by means of teaching and activities required for the adequate formation of the students, paying proper attention to their specific aspirations in this field.

3) Political Formation

Royal Decree 426/1977 of March 4th.

It provides for the suppression of this assignment.

d) *Elaboration of the study plans.*

Order of March 16, 1976:

It sets forth the directives for the preparation of the study plans of the second cycle of the University Faculties, admitting a reasonable

diversification in the proposals that are made, accepting the diversity already existing among many of the first cycles which are in operation and the distinct peculiarities of each University and its social-economic environment.

The plans must be elaborated in conformance with the procedure established in the Statutes of each University, without an increase in expenses, although within the funds available it will be possible to solicit new specialties. The obligatory assignments per course should not exceed five in number, and the number of optionals should be limited in so far as possible.

e) *Financial insufficiency.*

Faced with the notable difference between the real costs per academic place and the amount of the fees set by Decree 4290/1974 of December 17th, not absorbed by the amounts allotted in the General Budgets of the State, there was produced Royal Decree 1888/1976 of July 30th which raised these to 9,000 and 6,000 pesetas depending on whether it was a case of experimental Faculties or not respectively, thus increasing the receipts of the Universities themselves allowing them to finance part of their expenses, as these increases will not signify a reduction in assignments which, in respect to personnel or investment in buildings and other expenses, are included in the General Budgets of the State.

Projects and dispositions under study

All of them are aimed in a fundamental direction: the maximum university autonomy, within the limits set by the unavoidable necessity of coordination of the educational policy referring to University Education. Its content covers the following matters:

1) Financial regimen of the Universities.

2) Statutes of the Universities.

3) Functioning of University Departments and Institutes.

4) Access to the Corps of the Numerary Professorate.

5) Adscription of the Professorate to the concrete teaching posts vacant in the Universities, both by entrance in the Corps or by concourse for transfer.

6) Reform of the method of contracting the Professorate.

7) Integration of the present Professorships of the University

Schools, of the Professorate of General Basic Education, Empresarial Studies, Engineering and Technical Architecture into the Corps of the Professorate of the University Schools.

8) Directives to follow in the preparation of study plans of the University Schools of the Professorate of General Basic Education.

9) Regulation of the Professional Formation of the third Degree.

10) Regimen for the recognition of non-State Upper Centers of Higher Education.

SPHERES OF PRIORITY INTEREST: Realizations

The fundamental reason, as in all Western countries, is constituted by the change from higher education for an elite to a teaching of masses, shown in the case of the Direction General by the need to accept in the University Centers an evolution in the numbers of students of the following order: 297,598 in the 1973-74 Course, 352,198 in that of 1974-75 and 395,286 in the 1975-76 academic year.

Faced with a social demand which is precise in nature, the Department has acted, always within its possibilities, on the following fronts:

1st. *Access to the University*. The promulgation of Law 30/1974 of July 24th which regulates the aptitude tests for access to the University Centers does not pretend to select a restricted number of students but to recognize all those who have the capacity to begin university studies.

The experience obtained from the development and application of this Law has not been as satisfactory as was expected as, probably through defects in the established criteria for qualification, the massification has not diminshed nor has the objective of evaluating adequately the aptitude been achieved.

2nd. *Expansion of University education*. Together with the measures for the limitation of access of students to the University based on the requirement of greater preparation and quality, the Department within the measure of its possibilities has procured an expansion of university education aimed at a greater diversification of the studies, attending to the preparation of professionals demanded by the present society, an increase in the number of centers as a function of the demand, and the maximum use of the teaching, human and material

means available. Thus there have been enlarged the Upper Centers giving the teachings listed, in the following figures.

— Philosophy and Educational Sciences	8
— Philology	7
— Geography and History	10
— Psychology	5
— History of Art	4
— Economic Sciences	1
— Empresarial Sciences	5
— Chemical Sciences	3
— Biological Sciences	3
— Mathematical Sciences	2
— Physical Sciences	2
— Biochemistry	1
— Pharmaceutics	4
— Architecture	1
— Industrial Engineering	4

Likewise, there have been incorporated into the University the studies of data control and computers through the creation of Faculties in these fields in Madrid, Barcelona and San Sebastián.

In relation to the University Schools, there has been an increase of four in those for Empresarial Studies by means of the transformation of the former Professional Schools of Commerce, and there has been a conversion of five Schools of Technical Engineering into Polytechnicals, thus enriching the teaching possibilities of these Centers without a great increase in cost by taking advantage of the availability of the Professors of the basic disciplines common to the branches of Technical Engineering.

Also, and within this policy of expansion, there has been increased in so far as possible the number of Associate Centers of the National Correspondence University which provides teaching in Law, Economic Sciences, Empresarial Sciences, Geography and History, Philosophy and Educational Sciences, Chemical Sciences and Mathematical Sciences to almost 20,000 students.

3rd. *Increase in the number of teachers.* In accordance with the number of students projected for the educational model on drawing up the III Development Plan, slightly less in absolute terms to those reach-

ed in the 1975-76 Course, there were established those for the necessary teachers to attend adequately to the instruction; these were: 3,958 full Professors, 4,730 Associates, 15,138 Assistants, 11,365 Course Leaders, 45,040 Assistants in Practical Classes. In total, 80,231, however, the figures reached were: 2,025 full Professors, 2,000 Associates, 5,000 Assistants, 15,000 contract Professors. In total, 24,025 for Faculties and Upper Technical Schools, and 1,965 full Professors, 1,500 Associates (whose number will not be completed until 1980) and 3,000 contract Professors for University Schools.

Faced with this evident insufficiency, the Department has made the maximum effort to lessen it, based on Law 53/1974 of December 19th increasing the posts in the Corps of Professors of Faculties and Upper Technical Schools, Law 36/1976 of December 4th, on the allocation of places in the Corps of Professors of University Schools, and in successive increases in the credits at the disposition of the Universities for contracting Profesors. The evident disproportion between the numerary Professors and the non-numerary causes, as may be supposed, a complex and difficult problem.

Perspectives

First. The increase in the students who wish to follow university studies will continue. This statement can be established for the following reasons:

a) As was set forth in the «White Book» there is today a strong demand for education caused by the increassing hopes which are deposited in it as a means of economic, social and cultural upward mobility.

b) The same «White Book» in preparation of the General Education Law, accepting that fact, establishes in its bases the following imperative: to attend to the demand and needs for study places there will be created as many institutions of higher learning as may be necessary.

c) In accordance with that position, the General Education Law, sets down the reform in the sector which occupies us, affirming that university education is to be enriched and acquire the needed flexibility by introducing into it different cycles, institutions and richer perspectives for professional specialization.

In consequence with these positions, faced with a superior educational demand, the General Education Law makes it possible to satisfy this by means of a new regulation of the two fundmental sectors.

I. Changing the traditional structure of the University by integrating into it together with the Faculties and Upper Technical Schools the following Centers:

— University Schools.

— University Colleges.

— Centers of Professional Formation of the third Degree.

II. Amplifying the possibilities of access to the University, not only for those in possession of the Baccalaureate, the only traditional route, but also for:

— The students coming from the second degree Professional Formation who pass the University Orientation Course.

— Those over 25 years who pass the pertinent examinations.

— The students from the second degree Professional Formation who have followed the corresponding complementary teachings and have advanced to the 3rd degree.

Faced with the phenomenon of massification and going into depth as to the necessity for its control some set forth the following arguments:

1) The insufficient quality of the students who come to university studies, coming from different formations and because of having reduced the different controls which existed to this effect in the previous educational regimen.

2) As a consequence of the insufficiency of material and personnel means, that low quality of the student body cannot be relieved, but on the contrary will be accentuated by the deterioration which is produced in the quality of university instruction by this poverty of means joined to the excessive number of students which impedes the utilization of all the means of university formation, practical classes, seminars, etc.

3) Even given the high number of students who leave the University without finishing their studies, the number of graduates surpasses the employment possibilities, both in traditional careers in which the number of existing professionals appears to be sufficient, as well as in the new studies for which it appears that society has no need for so many graduates.

4) The University must teach basically theoretic concepts and principles which will be applied outside it, and not applied sciences; thus,

it should not admit those studies which are basically included in the second proposition.

For those who argue thusly the adoption of the following measures would be justified:

1st. Greater strictness in permitting access.

2nd. Exclusion from the university area of those whose studies might not include all the traditonal requisites.

3rd. The planning of university instruction as a function of the present demand for graduates.

4th. In those cases whose massification could not be absorbed within the above suppositions, the creation of new centers or the enlarging of those existing.

Against these measures for the reduction of massification, it must not be forgotten that it is imposed by social pressure and is included in the Law, and so the solutions will have to be in the form of a rational regulation so as not to produce a true collapse of the University, by means of academic and extra-academic treatments such as the following:

1st. Provide more information to the country: a) of the present situation of university education, specifying all extremes as far as possible, number of teachers, existing material means, economic means which have been conceded, capacities of the different Centers, measures needed to satisfy the present level of demand and their economic cost, etc.; b) of the concrete possibilities of employment for each degree at the present time and over the medium term; c) of the employment offers to those coming from the other post-secondary instruction: Professional Formation and Specialized Teachings, in contrast to the previous statement.

2nd. Attempt in so far as possible to free the levels of the concrete academic degrees from the requisites of functions, jobs and corresponding retributions, placing the accent more on the responsibilities attributed to the jobs.

3rd. Individualize the requisites for access in accord with the unique characteristics of the teachings of the Center in which it is desired to study, impressing greater rigor on the University Orientation Course.

4th. Investigate in the job market those new functions which are being required by society, some of which cannot be filled because of the lack of adequate professionals, others are filled satisfactorily by

accomodation of the present degrees, thanks to a great effort of auto-adaptation, and finally others are imperfectly satisfied because of the lack of the corresponding teachings; determine as well those among them which can and should be incorporated in the University as long careers, as short careers or as professional improvement.

5th. Consider the possible convenience of the adaptation of the University to:

— A greater diversification of the studies, stimulating principally the short higher education, as is being done in other countries through the creation of University Schools for new studies.

— An anticipation of the exit of students from the Faculties by means of professional specialization at the end of the first university cycle by implanting the third degree Professional Formation which permits a constant adequation to the necessities of society, thus facilitating the employment of the new graduates.

— Distinction in the formation of the students between those who may wish for a short and expedited career, strictly informative and practical, in acquiring a professional title, and those who may wish to enter research, to incorporate themselves into the vanguard of scientific or theoretical knowledge beyond the basic degree.

Second. Also there is noted a tendency in the fields of technical teaching towards an amplification of the number of courses in the study plan, supported by the Professional Colleges, based on a pretended professional need and the real duration of the studies.

These petitions really require the planning of these teachings and their professional competencies based on the accelerated development of technology and the new necessities motivated by the evolution of the country.

Third. The study of Medicine, Philosophy, Psychology and the Professorate of General Basic Education will continue to be the object of a geater demand, while in the rest of the studies there is seen a stationary demand.

Fourth. Due to the publication of the definitive Statutes it is possible to foresee a greater participation in the organs of the University of the non-numerary Professors and of the students.

Fifth. In the field of the Professorate there is foreseen a reform of the system of access to the Corps of Numerary Professors and modifications in the regimen of the contracted Professorate.

Sixth. The creation of Centers will be carried out by means of prior planning based on criteria of priority in regard to the satisfaction of necessities.

Seventh. There will be considered the problem of participation in University Education of organisms not directly vinculated to the State, which is involved in the creation of teaching Centers, determining the possible assistance which may or may not be provided.

2.d. SPECIAL EDUCATION

New objectives

The magnitude of the problems presented by Special Education, its importance in the personal, family and social fields, the advances experienced in the educational techniques and in the medical-scientific field and a profound demand for national solidarity, moved the Department in the middle of 1975 to give a unique impulse to this type of teaching.

On the other hand, the complex character of Special Education, as an integrative process of different activities which requires, together with the teaching function, assistance in the most varied fields, and demands the formation of multiprofessional teams and the provision of material means different from those of General Education, and the necessity to coordinate the activity of the State in this field with that of the public or private Institutions or Entities made visible the need for the creation of a public entity, a National Institute for Special Education which, with functional and financial autonomy, might assume the competencies and functions which correspond to the Ministry of Science and Education in this field of education, until now developed by the Sub-Direction General of Permanent and Special Education, all without injuring any of the competencies which are attributed to other ministerial Departments.

As a consequence, the National Institute for Special Education was created by Decree 1151/1975 of May 23rd.

In it are pointed out the objectives which the Institute should propose in relation to students, teachers, centers and the programming of such unique teaching:

We point out, among others, the following:

— To determine the objectives, structure and content of the programs of Special Education, proposing the planning of these teachings.

— To promote and develop, in the field of its competence, investigation in these matters, as well as the prevention, early detection and adequate orientation.

— To propose the criteria which might serve for the determination of the persons who would receive Special Education.

— Adopt the necessary measures for the localization and diagnosis of the persons needing Special Education, permitting their adequate scholarization.

— To take, through the medical-scholastic services, a proper census of the students needings Special Education, with the collaboration of the teaching body and the necessary specialized personnel.

— To assure that the person who receives Special Education obtains, together with the teachings appropriate to it, the medical-sanitary attention which his situation may require by means of multiprofessional teams, in collaboration with the competent assistance Organizations and Entities.

— To establish the programs and methods for the formation of the teaching body of Special Education and for its permanent specialization, improvement and actualization.

— To prepare the National Plan for Centers for Special Education, which will be approved by the Government, at the proposal of the Ministry of Education and Science and the other interested Ministries, and which will include the technical directives for them and the personnel necessities as well as the provision for pilot Centers.

— To promote the creation of non-State Centers for Special Education and the participation of all organizations which can collaborate.

Later, a new Royal Decree of April 9, 1976, affirms in its preamble, alluding to the creation of the National Institute for Special Education, that it seems opportune to continue on the lines layed out, which should be supported totally and definitively so that in the future, counting on the maximum assistance, the best solutions may be achieved. In this way, the recognition of the work of the National Institute for Special Education achieves its true value with the creation of a Royal Patronate whose presidency is held, with the deep significance deriving from the fact, by Her Majesty the Quen of Spain. Under her august patronage and with the modification of the organs of government of the National Institute for Special Education, the integrative process of the public Organisms and institutions of all kinds, as well as the praise-worthy private initiatives, which the National Institute for Special Education

brings together, will be found the most suitable channel for the achievement of its high aims, whose sign is, evidently, that which marks its undeniable social perspective.

The Institute has prepared the document entitled «General criteria for application in centers and units of Special Education», which includes the following points:

1st. Criteria for the incorporation of students into the teachings of Special Education.

2nd. Number of students per classroom in accordance with the circumstances of each subject.

3rd. Global proportion of teachers by units and services.

4th. File and individual cummulative record for each student.

5th. Basic multiprofessional team.

6th. Degrees of teaching and non-teaching personnel.

7th. School calendar.

8th. Conditions necessary to be a Center of Orientation and Diagnosis.

Realizations

It must be pointed out that during the period to which this report refers there have been created in the different Spanish provinces thirteen thousand new places for scholars in Special Education.

The number of assistances given to students who receive this type of teachings has been, during the latest courses, the following:

1974-75 course	10,205 assistances
1975-76 course	16,532 assistances

These aids may take the form of transport, lunches, teaching, rehabilitation or residence.

The investment has been made equally in the form of subsidies for the construction, enlargement and equipment of centers of Special Education and in that of credits and other benefits inherent to the Declaration of social interest.

As to methods of teaching, study plans and evaluation and orientation programs, the following documents have been prepared:

— Study for the adequation of the methodology to the requirements of Special Education.

— Preparation of a study plan for the formation of the teaching body of Special Education.

— Study and analysis of the problem planted by the orientation and evaluation of these students.

On the other hand, there have also been elaborated and sent for signature to the Council of Ministers, different agreements with provincial and local entities and various associations.

In 1975 there were signed nine agreements and eleven in 1976.

In the matter of the selection, formation and improvement of the specialized teaching body there have been held the following courses:

Formation of specialized teachers in Pedagogical Therapeutics:

1974-75	20 Courses for	1,000 teachers
1975-76	13 Courses for	550 teachers

Formation of specialized teachers in hearing and language:

1974-75	5 Courses for	260 teachers
1975-76	4 Courses for	160 teachers

Perspectives

In the field of new legislation there are under study Dispositions as to the following maters:

— Plan for the modulation and definition of architectural necessities for the construction of centers for Special Education.

— Plan for the Formation of the Professorate of Special Education.

— Development of Decree 1855/1974 of June 7th on the juridical regimen of the authorizations for non-State teaching centers.

— Priority for scholastic places in Special Education for abandoned children and the children of emigrants.

— General criteria for application in the centers and units for Special Education.

Independently, and in any case, there will receive preferential attention the following objectives:

1st. The creation of new school places.

2nd. The formation of a specialized teaching body.

3rd. The creation of new centers of orientation and diagnosis and the strengthening of those already in existence.

It is considered as a priority objective, which as yet will be difficult to achieve, the total scholarization in this type of teaching of as many students as may need it and the adequate formation and actualization of the specialized teaching body.

In consequence, the principal problems which the Institute will have to face in the next years and which will receive preferential attention in its efforts, in favor of the development of Special Education, will be the following:

1st. The lack of the indispensable census of the defficient and unadapted.

2nd. The shortage of the necessary school places.

3rd. Quantitative and qualitative insufficiency of teachers of Special Education.

4th. The lack of a complete regulative legal norm for all the inherent aspects of Special Education.

5th. Quantitative and qualitative insufficiency of the centers for orientation and diagnosis.

6th. The lack of a policy of coordination among the different organisms which, in one way or another, coincide in the problem of Special Education.

7th. The insufficiency of economic means.

8th. The singular lack of investigative activity in reference to this type of teaching.

3. INVESTMENTS OF THE NATIONAL FUND FOR THE PRINCIPAL OF EQUALITY OF OPPORTUNITY

Innovations

On programming the 1975-76 course, the Department proposed to continue the actions begun in the previous academic year in order to improve the application of the resources of the National Fund in such a way that they might answer once again to the idea of a true equality of opportunities.

In this sense there were reinforced some of the measures planted in the XIV Investment Plan (1974-75 course) and others were started.

There was established in the first place (O. M. of March 3, 1975), a general criteria of priority in favor of the lowest incomes, in such a way that once there was selected the protectable groups, that is to say, those students who might meet the minimum requisites, both academic as well as economic, the selection would be made, not in the function of the best qualifications, but in relation to the lowest incomes, in the understanding that the National Fund was esablished principally to make possible for these the studies that they would have made if they had counted on the pertinent means, thus complying with the principal of subsidiary action of the State as the agent of the common good and reinforcing the social concept of the scholarships.

This general criteria constitutes the most innovative element of the policy of scholarships and aids to study followed over the last two years.

On the other hand, the right to the promotion and protection of study, to be really effective, reqiures in addition to the indispensable financial resources, an agile, efficient and clear administrative organization. Because of this, and taking into account that the progresses of the educational system in recent years and the continual increase in the number of students had overwhelmed the possibilities of action of the Patronate for Scholastic Protection, an autonomous organization

which worked through executive organisms integrated in the centralized organization of the Ministry of Education and Science and which, thus, lacked the necessary unity and flexibility of action, it was decided to create a new public entity, the National Institute for the Assistance and Promotion of the Student, which would replace the former Patronate (Decree 1150/1975 of May 23rd). This Institute, with its own legal personality and patrimony and independent of those of the State, can act with full capacity for carrying out its aims, being attached to the Ministry of Education and Science and serving efficiently the activity of the Department in such an essential field as that of providing means of study and social promotion to as many Spaniards as might need it due to the economic situation or their academic merits.

Actually there are under study as projects of dispositions two new special convocations: of assistance for Doctoral studies and of loans to the 2nd Degree Professional Formation.

In the field of individualized student promotion —and during the period to which this report refers— the whole educational system has been covered through the concession of assistances, at the same time that the amounts of these have been increased annually to offset the rise in the cost of living.

In the field of assistances the Institute concedes subsidies and loans to residential centers and Lower Colleges of an educational character and on the level of General Basic Education sustains the Home-Schools which cover children whose family residences are in scattered population centers where the existence of teaching centers is not possible.

Equally, the Institute finances 50 % of the Scholastic Insurance which covers all students from the beginning of the Basic General Education and attends them in case of illness, accident or family economic ruin.

The assistencial situation is to a certain degree encouraging, as for the 1976-77 course, the Institute has a budget of 9,900 million pesetas with which to face, in so far as possible, its obligations, although it would be desirable to count on even greater economic resources.

The actual trend of the Institute is directed toward the strenghening of the assistances at the level of the Baccalaureate and Professional Formation which form the base of the educational pyramid at the non-obligatory levels, as well as to pay greater atention in the studies at the university level to the salary-scholarship in benefit of those students who without this help would find it necessary to work to contribute to their maintenance or that of their families.

As far as assistances are concerned, it is desired to extend the Scholastic Insurance to other educational levels and to improve its coverages.

The Institute is also restructuring its services of administrative verification to insure that the economic aid is enjoyed only by those students deserving of it because they come from families with reduced incomes.

Credits and assistances

CREDITS BUDGETED FOR THE XIV INVESTMENT PLAN OF THE NATIONAL FUND FOR THE PRINCIPLE OF EQUALITY OF OPPORTUNITY

1974-75 Course

General Basic Education	3,220,000,000
Baccalaureate and C.O.U.	1,296 000,000
Studies in religious centers	49,500,000
Professional teaching and Special Education	650,000,000
University teaching	1,215,000,000
Other teachings	80,000,000
Graduate aids	44,000,000
Assistential aids and Scholastic Insurance	150,000,000
Improvement of workers	248,000,000
Other assistances	87,500,000
TOTAL	7,040,000,000

CREDITS BUDGETED FOR THE XV INVESTMENT PLAN OF THE NATIONAL FUND FOR THE PRINCIPLE OF EQUALITY OF OPPORTUNITY

1975-76 Course

General Basic Education	3,740,000,000
Baccalaureate and C.O.U.	1,300,000,000
Studies in religious centers	49,500,000
Professional teaching and Special Education	1,250,000,000
University education	1,445,000,000
Other teachings	80,000,000
Graduate aids	4,250,000,000
Assistential aids and Scholastic Insurance	150,000,000
Improvement of workers	45,500,000
Other assistances	185,750,000
TOTAL	8,250,000,000

NUMBER OF AIDS CONCEDED CHARGED TO THE CREDITS OF THE NATIONAL FUND FOR THE PROMOTION OF THE PRINCIPLE OF EQUAL OPPORTUNITY

1974-75 Course

Basic General Education:	
General convocatory	89,487
Scholastic services	595,280
Baccalaureate and C.O.U.	132,806
Professional Formation	67,795
University education:	
General convocatory	19,720
Salary-Scholarship	4,507
Collaboration-Scholarship	640
Other studies (1)	6,328
Special Education aids	10,205
Superior level ecclesiastical studies	2,296
Specialized formation and educational research in the I.N.C.I.E.	14
Awards to the best scholarship students	103
Assistances for the reeducation of the handicapped	550
Aids to student vacation centers	25,000
Aids to discontinual Professional Formation	1,000
Travel assistances	797
The Mathematics Olympics	114
TOTAL	956,642

(1) It includes: Artistic teaching, languages and Technical Sanitary Assistants.

NUMBER OF ASSISTANCES CONCEDED CHARGED TO THE CREDITS OF THE NATIONAL FUND FOR THE DEVELOPMENT OF THE PRINCIPLE OF EQUAL OPPORTUNITY

1975-76 Course

General Basic Education:	
General convocatory	124,526
Scholastic services	717,292
Baccalaureate and C.O.U.	101,268
Professional Formation	48,692
University education:	
General convocatory	26,024
Salary-Scholarship	4,009
Collaboration-Scholarship	642
Other studies (1)	4,349
Special Education aids	16,532
Superior level ecclesiastical studies	2,151
Specialized formation and educational research in the I.N.C.I.E.	14
Awards to the best scholarship students	111
Aids to student vacation centers	19,300
Aids to discontinual Professional Formation	1,000
Travel assistances	820
The Mathematics Olympics	103
Aids to the La Laguna Institute of Astrophysics	12
TOTAL	1,063,149

(1) It includes: Artistic teaching, languages and Technical Sanitary Assistants.

SUMMARY OF AIDS GRANTED
SCHOLASTIC SERVICES OF THE BASIC GENERAL EDUCATION

	1974-75	*1975-76*
Scholastic dining-rooms	230,446	285,577
Scholastic transportation	328,521	395,084
School-Home	36,313	36,631
TOTAL ASSISTANCES	595,280	717,292

4. ORGANIZATION OF EDUCATIONAL INVESTIGATION

The Spanish educational reform, which was started towards the end of the sixties and given legal form in the General Education Act *(Ley General de Educación*, 1970), provided for an ensemble of research and otherwise innovating structures in the field of education.

By virtue of the Decree of July 24, 1969, within the framework of the Spanish universities the so-called Educational Science Institutes *(Institutos de Ciencias de la Educación*, or *I. C. E. s.* in abbreviated form) were created. They were conceived as being advisory bodies, study and testing centers, and institutions responsible for the improvement and preparation of teaching staff personnel.

Their functions included the following:

— «The pedagogic training of university students, both in the preliminary or initial satge of their incorporation in education, and in the later improvement and retraining stage as active teachers.

— Active research in the field of educational science.

— Technical advisory service in relation to educational problems, whether in the strictly pedagogic sense or relating to socially —or economically— oriented themes or lying generally within the field of educational science.

Thus the *I. C. E. s.* are mainly involved in educational research and in the training and improvement of teachers. The projects that are carried out for the purpose of experimenting with new methods, innovations, etc., take place in the pilot schools attached to the *I. C. E. s.*, in experimental schools (which are pedagogic schools that are classified as such) and in ordinary schools which are entrusted with specific experiments.

The activities of the *I. C. E. s.* were coordinated and complemented by the so-called National Research Center for the Development of Education (*C. E. N. I. D. E.* in abbreviation, or *Centro Nacional de Investiga-*

ciones para el Desarrollo de la Educación), which was created by the forementioned Decree and which was replaced in 1974 by the National Institute of Research Science (*Instituto Nacional de Ciencias de la Investigación*, abbreviated as *I. N. C. I. E.*).

The *I. N. C. I. E.* has the standing of an autonomous state agency of Public Law, atached to the Ministry of Education and Science and with its own economic capacity and legal personality.

Its functions may be classified according to two large sub-divisions as follow:

— *Improvement of the Professorate*, in relation to which special attention is given to the *I. C. E.* teachers and organizing improvement courses and programs on any of the educational levels.

— *Investigation*, coordinating the research of the *I. C. E. s.* and conductin its own research, mainly regarding themes involving educational prospects, survey of social demand, formulation of purposes, studies on contents, methods, structures and consequences of education and evaluation of the educational system. *I. N. C. I. E.* is also entrusted with the development of reports that help to guide the different agencies of the Ministry of Education and Science.

This attribution of functions is reflected in the internal organization of *I. N. C. I. E.*, which is composed as follows:

— A General Secretariat that attends to matters involving personnel, budgets, accomplishments, documents, etc.

— A Teacher Improvement Department that is structured in a Cabinet composed of a Teacher Improvement Program and Educational Technology Program plus a Teacher Training Program Control and Coordination Section.

— An Educational Survey Department, made up of a cabinet with the same name (See the attached Organization Chart).

This department has carried out different direct research projects, among which we might mention the studies on the determining factors of opportunity in the educational system, educational and vocational aspirations of Spanish youth, the influence of pre-school education on the progress of the *Educación General Básica* (*E. G. B.* or Primary and Secondary School) pupils, etc.

Furthermore, it coordinates the research of the *I. C. E. s.*, taking part in their planning and programming. It also carries out functions of follow-up and technical support, with visits of members of the Depart-

ment to the schools where the relevant research projects are being conducted. The Department evaluates all of the research that is carried out, and develops the technical card for each specific project. The research results are disseminated to all the *I. C. E. s.*, and they are studied and later published. Summaries are also developed of the research projects and are submitted to the Council of Europe for inclusion in the E. U. D. I. S. E. D. project.

Technical support is also given to the pilot schools. Reports are developed about them, and members of the Department's staff attend the seminars that the pilot schools hold from time to time, staying in contact with their personnel and analyzing their reports for the purpose of determining possible applications.

The Department also organizes different meetings and seminars itself.

Once each quarter, the people in charge of *I. C. E.* research meet to study the matters relating to educational research. Likewise once every three months, the *I. N. C. I. E.* and *I. C. E.* research teams which are working on related projects, meet to exchange information and experience.

The Department represents the Ministry of Education and Science in the following international institutions and takes part in their meetings:

— Educational Research Committee of the Council of Europe.

— Educational Research Committee of the C. E. R. I. (O. E. C. D.).

— Environmental Education Committee of the U. N. E. S. C. O.

— Spanish team on Recurrent Education of the C. E. R. I. (O. E. C. D.).

In 1976 the Department took part in the following activities:

— Meeting in Hamburg of the national agencies responsible for educational research in Western and Eastern Europe, organized by the U. N. E. S. C. O.

— Meeting in Kiel on Natural Science Education (Council of Europe).

— Meeting in Toledo on Tertiary Education (Council of Europe).

— Meeting in Lisbon on regional teaching staff support centers (O. E. C. D.).

The National Plans of Educational Investigation

The research projects carried out by the *I. N. C. I. E. - I. C. E.* network lie within the framework of the so-called National Educational Research Plans *(Planes Nacionales de Investigaciones Educativas)*. The 1st Plan was for the 1970-71 academic year, and so, in relation to the period of time we are dealing with in this report, we will be referring to the 5th Plan (1975), 6th Plan (1976) and, to some extent, to the 7th Plan (1977) which is currently being carried out.

Development of the Research Plans

The plans are developed by the National Educational Science Institute, *I. N. C. I. E.*, through a Research Commission presided over by the Director of the forementioned Institute. The Vice-chairman of this Commission is the Head of the Educational Survey Department *(Departamento de Prospección Educativa)* of *I. N. C. I. E.* and the secretary is the chief of the Institute's Research Control and Coordination Section. The commission is furthermore composed of ten members (representatives of the different Bureaus *(Direcciones Generales)* of the Ministry of Education and Science, of the Higher Council of Scientific Research *(Consejo Superior de Investigaciones Cientificas)* and two experts in the field of education who shall be appointed from among the university professors *(catedráticos)*.

The development of the 5th and 6th Plans have taken a table of priorities into consideration. This table of priorities is based on the following:

1. The suggestions of the *I. C. E. s.* of the different Spanish universities, formulated according to the educational needs of their respective districts, the available research personnel and their possibilities in all other respects.
2. The indications of the Chiefs of the different Bureaus *(Directores Generales)* of the Ministry of Education and Science and of other government agencies with regard to the matters which they consider to be necessary or useful within the scope of their respective authority.
3. The priorities set forth or suggested by the Development Plans with regard to education.
4. The trends in educational research which are considered to be of interest by the relevant international institutions (O. E. C. D., Council of Europe, C. E. R. I., etc.) and other ones with which Spain maintains relations.

These guidelines are specified in the development of a list of prioritary research areas and subjects, which serves as a basis for the selection of the specific research projects which will go to make up the Research Plan. Later a second stage is started involving a follow-up and evaluation of the projects that have been planned, programmed and budgeted in the first start-up stage. The follow-up and intercommunication of all those in charge of projects is carried out by means of coritten reports, which are communicated to all points along the research network, and periodic researcher meetings, above all involving those workers involved in related projects.

The following table shows the distribution of the projects included in the 5th and 6th Research Plans, grouped according to research fields and accompanied by an indication of their economic cost and the percentage they entail with respect to the corresponding Plan Budget.

TABLE 1

DISTRIBUTION OF RESEARCH PROJECTS, BY AREAS, IN THE 5th RESEARCH PLAN

	PROJECTS		*BUDGET*	
	Nr.	*% of total Plan*	*Amount*	*% of total Plan*
1. Educational Sociology	2.0	9.30	1,154,000	5.24
2. Education and Work Occupation	1.0	4.65	750,000	3.40
3. Educational Planning	5.3	24.65	5,360,000	24.36
4. Educational Survey	—	—	—	—
5. Educational Management and Organization	—	—	—	—
6. Teaching Staff Studies	—	—	—	—
7. Teaching Staff Training and Improvement	—	—	—	—
8. Teaching Methods and Techniques	2.0	9.30	1,660,400	7.54
9. Curriculum Study and Development	4.0	18.6	3,143,300	14.28
10. School Performance Evaluation	1.5	6.97	1,786,020	8.11
11. Educational Psychology	3.5	16.27	4,866,000	22.12
12. Creativity	1.0	4.65	1,025,000	4.65
13. Special Education	0.2	0.93	1,218,000	5.53
14. Vocabulary and Education	1.0	4.65	1,035,000	4.70
TOTAL (5th Plan)	21.5	100.00	21,977,720	100.00

% of projects for all five plans (16.41).
% of budget for all five plans (14.56).

Note: The appearance of fractionary amounts in the «number of projects» column is due to the fact that a given project may be carried out between different Institutes (for example, if it should be conducted between 4 different units, 1/4 part is assigned to each one in the table). It may also be because a given project has been carried on during more than one plan, in which case it is divided up proportionately.

TABLE 2

DISTRIBUTION OF RESEARCH PROJECTS, BY AREAS, IN THE 6th RESEARCH PLAN

	PROJECTS		BUDGET	
	Nr.	*% of total Plan*	*Amount*	*% of total Plan*
1. Educational Sociology	0.5	2.27	1,625,000	6.37
2. Education and Work Occupation	1.0	4.55	1,320,000	5.11
3. Educational Plannnig	—	—	—	—
4. Educational Survey	3.0	13.64	2,737,000	10.60
5. Educational Management and Organization	5.0	22.75	3,730,000	14.45
6. Teaching Staff Studies	—	—	—	—
7. Teaching Staff Training and Improvement	2.5	11.36	3,319,000	12.86
8. Teaching Methods and Techniques	1.5	6.82	1,621,000	6.28
9. Curriculum Study and Development	2.3	10.45	4,359,000	16.88
10. School Performance Evaluation	—	—	—	—
11. Educational Psychology	3.7	16.82	4,858,000	18.82
12. Creativity	—	—	—	—
13. Special Education	0.5	2.27	811,000	3.14
14. Vocabulary and Education	2.0	9.09	1,436,000	5.56
TOTAL (6th Plan)	22.0	100.00	25,816,000	100.00

% of projects for all six plans (14.32).
% of budget for all six plans (14.60).

Note: The appearance of fractionary amounts in the «number of projects» column is due to the fact that a given project may be carried out between different Institutes (for example, if it should be conducted between 4 different units, 1/4 part is assigned to each one in the table). It may also be because a given project has been carried on during more than one plan, in which case it is divided up proportionately.

Just as can be observed, the sectors to which outstanding numbers of projects belong are «Curriculum Study and Development», «Educational Psychology». The numerous «Educational Planning» projects which marked the first five plans have tended to diminish, while there has been an increase, on the other hand, in projects pertaining to «Educational Management and Organization» and «Educational Survey». In relation to the distribution of the research projects by *I. C. E. s.*, the following table has been included. It refers to the 6th Plan.

In relation to the 7th Research Plan (for the 1977 academic year), we might point out that 25 new research projects have been selected

TABLE 3

	PROJECTS		BUDGETS	
	Nr.	% of total Plan	Amount	% of total Plan
1. Barcelona - Central	1.00	4.55	1,320,000	5.1
2. Barcelona - Autónoma	1.50	6.82	1,770,000	6.9
3. Barcelona - Politécnica	2.00	9.09	1,562,000	6.1
4. Bilbao	0.50	2.27	1,460,000	5.7
5. Córdoba	1.00	4.55	500,000	1.9
6. Deusto	1.00	4.55	790,000	3.1
7. Extremadura	2.00	9.09	1,244,000	4.8
8. Granada	0.80	3.64	2,339,000	9.1
9. La Laguna	0.50	2.27	1,500,000	5.8
10. Madrid - Complutense	1.00	4.55	1,097,000	4.2
11. Madrid - Autónoma	—	—	—	—
12. Madrid - Politécnica	1.50	6.82	2,295,000	8.9
13. Málaga	0.50	2.27	1,625,000	6.3
14. Murcia	—	—	—	—
15. Navarra	1.00	4.55	596,000	2.3
16. Oviedo	0.50	2.27	416,000	1.6
17. Salamanca	1.00	4.55	936,000	3.6
18. Santander	0.50	2.27	520,000	2.0
19. Santiago	1.00	4.55	925,000	3.6
20. Sevilla	1.00	4.55	1,102,000	4.3
21. Valencia	0.50	2.27	811,000	3.1
22. Valencia - Politécnica	1.00	4.55	560,000	2.2
23. Valladolid	0.20	0.91	938,000	3.6
24. Zaragoza	1.00	4.55	825,000	3.2
25. U.N.E.D.	1.00	4.55	685,000	2.7
TOTAL (6th Plan)	22.00	100.00	25,816,000	100.0

together with two others are a continuation of research projects begun in previous years.

It should also be mentioned that the *I. N. C. I. E. - I. C. E.* network earmarked, for the Research Plans of 1976 and 1977, a series of priori-tary reesarch subjects and areas according to the suggestions of the government and those made by different *I. C. E. s.*

These priorities are established both with respect to the different levels of the educational system and in relation to general research themes.

For illustrative purposes we can mention a few of the prioritary sectors by levels:

Pre-School Education

— Current state of pre-school education in Spain.

— Co-operation between parents, the pre-school system and the community.

Educación General Básica (Primary and Lower Secondary School)

— School failures.

— Continuous year-to-year promotion and recovery in *E. G. B.*

— The school as a socio-cultural animating force in the environment.

Vocational Training

— Relationships between vocational studies and the procution system.

— New education and new professions for pupils who do not take secondary education.

Bachillerato (Upper Secondary School)

— Demand for university graduates to attend to the needs for teaching staff, produced by the implementation of the *Bachillerato Unificado y Polivalente* (Upper Secondary School).

— Selectivity in the university. Objective systems for predicting and evaluating success in university studies.

University

— Qualitative renovation of Higher Education: Diagnosis of the current situation and alternatives for the future.

The following, among others, may be pointed out as general prioritary research subjects:

— Permanent education: situation and development.

— Employment perspectives in the development of a science policy.

— Education for community living. Democracy at school.

— Participation of the teaching staff in national, regional and local educational decisions.

— Degree of utilization of the school libraries in *E. G. B.* (Primary and Lower Secondary School), *B. U. P.* (Upper Secondary School) and university studies.

— Management and financing of university research.

I. N. C. I. E. National awards for educational investigation

For the purpose of promoting the research initiatives that might otherwise be left out of the Research Plans, in June 1975 the so-called I. N. C. I. E. National Educational Research Awards were created and organized on an annual basis.

On the first occasion some 78 projects or research studies were entered, and the following studies, among others, were awarded prizes:

— Project for the application of personal individualized didactics (Keller Plan) in thermodynamics education.

— Self-concept and social popularity as determining factors in school performance.

— Psychological significance and educational facets of games.

An innovation in the 1976 contest was a 500,000 ptas. prize for the best study carried out on the Spanish Educational Reform. Other awards were also offered, and not only for research projects, but also for studies involving the press, radio and television in relation to matters of educational research.

EXHIBIT

For the purpose of offering an overall view of the development of educational research, we have included this Exhibit which shows the distribution of projects by research areas for the first five Research Plans (1970-1975) as well as the distribution between the different *I. C. E. s.* for the different projects mentioned in Table 4 in relation to their budgets.

TABLE 4

DISTRIBUTION OF RESEARCH PROJECTS, BY AREAS, IN THE FIVE RESEARCH PLANS

	PROJECTS		BUDGET		
	Nr.	%	Amount	%	Mean Cost per Project
1. Educational Sociology	11	8.39	9,526,452	6.20	866,041.09
2. Education and Work Occupation	10	7.63	9,386,512	6.21	938,651.20
3. Educational Planning	20	15.26	20,515,116	13.58	1,025,755.80
4. Educational Survey	2	1.52	2,920,517	1.93	1,460,258.50
5. Educational Management and Organization	5	3.81	4,818,681	3.18	963,728.20
6. Teaching Staff Studies	5	3.81	2,996,580	1.98	599,316.00
7. Teaching Staff Training and Im-	10	7.63	9,798,880	6.48	979,888.00
8. Teaching Methods and Techniques	13	9.92	14,345,486	9.49	1,103,498.92
9. Curriculum Study and Development	27	20.61	38,076,946	25.20	1,410,257.26
10. School Performance and Evaluation	7	5.34	8,294,446	5.49	1,184,920.86
11. Educational Psychology	13	9.92	15,347,159	10.15	1,180,550.69
12. Creativity	3	2.29	2,925,226	1.93	975,075.33
13. Special Education	3	2.29	10,047,122	6.65	3,349,040.67
14. Vocabulary and Education	2	1.52	1,535,000	1.01	767,500.00
OVERALL TOTAL	131	100.00	151,060,125	100.00	1,153,130.73

Valuation of the investigative activity

The following observations may be made upon evaluating the work of the *I. N. C. I. E. - I. C. E.* research network:

a) An incipient infrastructure of educational research has been created, centered in each university, with teams of professional researchers including outstanding teachers on all educational levels and above all, on the university level, who have increased their interest in operation research with a new mentality and a common scientific «language» that is based on interdisciplinarity and teamwork.

b) The research carried out by the *I. C. E. s.* has been hampered by the fact that they do not have their own stable staff of research personnel, which leads to a pronounced mobility of research teams and impedes the existence of lines of work with future perspectives in relation to research, the training of teachers and educational guidance.

TABLE 5

DISTRIBUTION OF PROJECTS AMONG THE DIFFERENT INSTITUTES OF EDUCATION SCIENCES
(Institutos de Ciencias de la Educación)

	1st PLAN		2nd and 3rd PLAN		4th PLAN		5th PLAN		OVERALL			
	Nr. of Projects	Budget	Nr. of Projects	Budget	Nr. of Projects	Budget	Nr. of Projects	Budget	Nr. of Projects	Budget	% of total Projects	% of total Projects
Barcelona - Central	4.9	4,680,100	2.6	4,460,200	2.0	417,000	—	—	9.5	9,557,300	7.25	6.32
Barcelona - Autónoma	4.4	8,515,000	6.0	9,181,400	1.0	500,000	1.1	1,550,400	12.5	19,746,800	9.54	13.07
Barcelona - Politécnica	—	—	2.3	3,141,600	1.0	500,000	1.0	750,000	4.3	4,391,600	3.28	2.90
Bilbao	2.7	4,192,000	1.8	500,000	1.0	500,000	1.0	860,000	6.5	6,052,000	4.96	4.00
Córdoba	—	—	—	—	1.0	500,000	1.0	800,000	2.0	1,300,000	1.52	0.86
Extremadura	—	—	—	—	1.0	500,000	—	—	1.0	500,000	0.76	0.33
Granada	0.3	1,038,000	2.7	2,513,600	3.0	500,000	1.0	963,300	7.0	5,014,900	5.34	3.31
La Laguna	1.0	1,266,000	0.5	1,435,000	0.5	459,406	1.5	3,066,020	3.5	6,226,426	2.67	4.12
Madrid - Complutense	4.8	4,947,000	2.5	2,669,200	1.0	500,000	1.0	750,000	9.3	8,866,200	7.09	5.86
Madrid - Autónoma	3.7	10,373,000	5.4	7,290,400	1.0	500,000	—	—	10.1	18,163,400	7.70	12.02
Madrid - Politécnica	—	—	0.3	705,600	2.0	500,000	1.0	1,000,000	3.3	2,205,600	2.51	1.46
Málaga	—	—	—	—	—	—	1.0	1,500,000	1.0	1,500,000	0.76	0.99
Murcia	1.3	1,177,500	2.0	1,867,200	1.0	500,000	1.0	700,000	5.3	4,244,200	0.04	2.80
Oviedo	4.2	2,079,000	2.0	530,100	1.0	500,000	1.0	1,035,000	8.2	4,144,100	6.25	2.74
Salamanca	0.3	1,345,000	2.7	3,336,400	1.0	500,000	1.3	1,328,000	5.3	6,509,400	4.04	4.30
Santander	—	—	—	—	1.0	500,000	1.0	500,000	2.0	1,000,000	1.52	0.66
Santiago	3.3	4,963,000	2.3	2,855,600	1.0	500,000	1.0	799,000	7.6	9,117,600	5.80	6.03
Sevilla	1.7	1,906,000	3.0	3,357,400	1.0	500,000	1.3	943,000	7.0	6,706,400	5.34	4.43
Valencia	2.0	3,695,000	1.2	1,865,600	1.0	499,999	—	—	4.3	6,060,599	3.28	4.01
Valencia - Politécnica	—	—	2.6	3,810,600	1.0	500,000	2.0	1,875,000	5.6	1,185,600	4.27	4.09
Valladolid	0.5	5,927,000	3.4	5,640,200	0.2	500,000	1.2	1,898,000	5.3	13,965,200	4.04	9.24
Zaragoza	0.8	1,113,000	3.7	5,809,800	3.0	500,000	1.0	720,000	8.5	8,142,800	6.48	5.39
U.N.E.D.	—	—	—	—	1.0	500,000	1.0	960,500	2.0	1,460,000	1.52	0.96
TOTAL	35.8	57,216,100	47.0	60,969,900	26.7	10,876,405	21.5	21,997,720	131.0	151,060,125	100.00	100.00

Furthemore, the trends towards burocratization in research institutions should be moderated since they lead to a lack of flexibility which stands in the way of their economic and management activities.

c) Each research project and experiment of the different institutes is simultaneously disseminated in the form of a progress report or final report to each of the *I. C. E. s.* so that there will be sufficient information and exchange between them. However, although this «capillarity» exists and allows the easy distribution of information within the network, the same cannot be said of the rest of the educational system. For example, the parallel system of pilot and experimental schools has not been sufficiently attended to in order to establish the necessary research-experimentation-dissemination and application connections, and neither has the current organization structure served to facilitate this process.

d) The *I. N. C. I. E.* is particularly interested in increasing the contacts between researchers, managers of education and teachers. To this end, the *I. N. C. I. E.* has been promoting, in addition, some general meetings for the review and joint final adjustment of all research on related subjects, to which it invites high-ranking officials of the government or their delegates with executive capacity in this sector in order to discuss, within a framework of organized dialogue, the different problems, approaches and solutions and exchange information and opinions in relation to these matters as well. Naturally enough, the respective people in charge of the Teaching Staff Improvement Departments *(Departamentos de Perfeccionamiento del Profesorado)* participate in these work groups so that they may channel, within their specific sectors, all the innovations that arise and distribute them to the rest of the research network.

e) In relaion to the activity of the *I. C. E. s.*, the report of the Evaluation Committee of the General Education Act proposes the following solutions:

— Development of coherent and systematic national plans on the most current problems of the educatio..al system.

— Increase their means and financing.

Effectively integrate them in the university.

— Guarantee their interconnection with the other educational institutions.

Lastly, we should not neglect to mention other research activities, such as the ones carried out by the *I. C. E. s.* of non-state-run universities like Deusto (Bilbao), Pamplona (Navarre) and the Universidad Pontifica of Salamanca, as well as the valuable work carried out by private institutions, such as «Rosa Sensat» in Barcelona, which publishes the review entitled «Perspectiva Escolar».

Among the periodicals which deal with matters relating to educational research, we can mention, among others, the *Revista Española de Pedagogía*, published by the *Consejo Superior de Investigaciones Cientificas* (Higher Council of Scientific Research), the *Revista de Ciencias de la Educación*, published by the *Instituto Calasancio*, the *Revista de Educación*, published by the Ministry of Education and Science itself, and *Cuadernos de Pedagogía*, which is oriented towards a broader sphere of readers.

5. CONFIGURATION OF A NEW SCIENTIFIC POLICY

Objectives

The Royal Decree 671/1976 of April 2nd which partially modifies the organization of the Ministry of Education and Science, creates the Direction General of Scientific Policy which «within the setting of the competencies of the Department will be in charge of the development and regulation of research, as well as the coordination of these activities, both in the public sector and in the private, to the end of carrying out a global planning in the direction of scienti olicy».

Under this Direction General will be the Sub-Direction General for Research Centers and the Sub-Direction General for Scientific Relations.

This new Direction General was born without doubt with a vocation to recast the predominently political role which the Ministry of Education and Science must play in the preparation of the national Scientific Policy.

In this sense the Direction General set itself three fundamental objectives: 1st) strengthen the Upper Council for Scientific Research to make it an effective institution capable of solving the scientific problems of the national community; 2nd) achieve coordination and comunication among all the sectors of the Ministry of Education and Science so that both the University and the exclusively investigative institutions will feel themselves involved in a common effort, and 3rd) make possible a conjunction of organizations, persons and means, both of the Ministerial Departments and the private sphere for planning of the investigative effort on a national scale.

The Upper Council for Scientific Research created by the Law of November 24, 1939, has been and still is, together with the University, the maximum representative of scientific investigation in our country given the wide range of research carried out in them.

To carry out this task it has the following means:

Personnel	
Higher Degrees	1,777
Technical Engineers, Auxiliary and Administrative personnel	2,339

Income	*Million pesetas*
Subsidy of the Ministry of Education and Science	2,200.00
From the Ministry for investments	509.35
Other income	1,200.00
TOTAL	3,909.35

Centers	
Own property	95
Coordinated	63
Subventioned	65

The scientific importance of the Council thus justifies this priority character which the Direction General for Scientific Policy has given to the reorganizaton of this organism.

In respect to the personnel of the Council, the efforts of the Direction General led in the first place to a new regulation on access and promotion of the scientific research personnel, contained in the Order of the Ministry of Eduction and Science of October 29, 1976. In the preparation of this ministerial Order there were taken into consideration the principles contained in the «Recommendation relative to the condition of the scientific researchers» (U. N. E. S. C. O., Paris, November 20. 1974), especially in that relative to the entrance and promotion of the researchers, as the cited ministerial Order establishes the adequate procedures to obtain scientific researchers of integrity and maturity with high intellectual qualities, on the basis of the equality of opportunities and the possibility of access to higher functions and the corresponding advantages.

In relation to the modernization of the organic structure of the Upper Council for Scientific Research, Royal Decree 1361/1976 of June 18th established a single Secretariat for the three autonomous organisms which made it up and Royal Decree 62/1977 of January 21st reduced

the Council to a single autonomous organism on declaring extinguished the «Juan de la Cierva» Patronate and the «Division of Mathematical, Medical and Natural Sciences». This norm also declared extinguished the different Patronates which made up these organisms and the transfer of the patrimony, rights and obligations of them to the Upper Council for Scientific Research.

This Council appears, thus, at present, as a single Autonomous Organism in which will be integrated a plurality of Institutions in different areas of research according to the terms of the Organic Regulation actually in an advanced phase of preparation and which constitutes an important step in the process of its reorganization.

In regard to the proposition to make possible a conjunction of organisms with a view to the national planning of investigation, this is perhaps the most complex objective, but without doubt one of the most necessary given the vagueness and plurality of competencies which exist today in this field.

The task carried out by the Direction General for Scientific Policy in this field has been the study and elaboration of the projects for the necessary norms to achieve this new system of organization. The project is at this time at the level of political discussion.

Projects

Without prejudice to these basic tasks, the Direction General for Scientific Policy will orient itself in a second stage toward the improvement of its technical infrastructure by putting into operation the following projects:

1. *In the matter of personnel*

1.1. The compilation of information as to the investigators who may be working in Spain.

1.2. Project for the taking of a census of Spanish investigators who may be working abroad.

1.3. Analysis and study of the general system of national research scholarships.

2. *In the field of economic resources*

2.1. Study of systems for financing investigation and the control of costs.

2.2. The placing into operation of the new system selected.

3. *In the statistical field*

3.1. Coordination with the National Institute of Statistics so as to achieve rapid, complete and trustworthy statistics in the research field.

4. *In the university field*

4.1. Determination of criteria for the creation of University Research Institutes.

4.2. Study of the specialization and modernization of the investigative structure of the University.

4.3. Coordination of the Universities with a view to their participation in the national research programs.

5. *In the field of scientific information and diffusion*

There is foreseen the creation, within the Direction General for Scientific Policy, of the organ charged with the collection and diffusion of the results of investigation through the publication of an informative Bulletin.

As far as the programs which the Ministry of Education and Science has been traditionally developing in relation with the Plan for the formation of investigative personnel are concerned, the following figures must be pointed out:

Year	Scholarship students in Spain	Scholarship students abroad	Cost in millions of pesetas
1975	633	30	318.7
1976	599	76	385.6

As far as the program of aid to investigation through subsidies to full Professors and Associates is concerned, the figures for 1976 are as follows:

Year	Number of beneficiaries	Aid in millions of pesetas	Average per investigator
1976	1,738	198.5	114,000

6. ADMINISTRATION AND FINANCING

Modifications and development of the organisation of the Department

The section of this report which contains the findings of the Evaluation Committee of the General Education Act sets forth the main conclusions in relation to the Management and Financing of the G. E. A. and mentions, with regard to organization, the pressing need to fully develop the structure of the Ministry of Education and Science. The Ministry has recently been reorganized according to Decree 671/1976 of April 2, involving a partial change in its organization. The forementioned Decree set forth this need in its Second Final Provision, which provided for the obligation of the Ministry of Education and Science to prepare a re-arranged text of its organization rules.

The motivation behind the Decree of April 2, 1976 (Organization Chart 1), contains a summarized evaluation of the organization scheme implemented in 1971: «The organization of the Ministry which was carried out in 1971 has produced, during the last five year period, undeniably successful results. Nevertheless, the experience that has been obtained makes it advisable to carry out certain readjustments in the organization of the Ministry for the purpose of adapting said organization to the unavoidable demands of the present moment... The new reform attempts to preserve the organization success entailed in the creation of the Personnel Bureau *(Dirección General de Personal)* and Programming and Investment Bureau *(Dirección General de Programación e Inversiones)*, while simultaneously reordering and reinforcing the remaining sectorial management centers».

In following the foregoing criteria, the Bureaus of the Educational System and of Vocational Training *(D. G. de Ordenación Educativa* and *D. G. de Formación Profesional)* gave rise to two new bureaus: 1) The Basic Education Bureau *(D. G. de Educación Básica)* which includes both Pre-School Education and *Educación General Básica* (abbreviated *E. G. B.*

and comprising the Primary and Lower Secondary School), being justified by the suitability of compulsory education having a single management agency; and 2) the new Bureau of Secondary Education *(D. G. de Enseñanzas Medias)* which, in following the tradition of the Spanish *Bachillerato* (Upper Secondary School), attempts to bolster and potentiate this education that, being furnished after *E. G. B.*, results in a preparation for university studies or qualified incorporation in the work world.

Furthermore, the very nature and name of the Ministry itself led to the creation of the all new Bureau of Science Policy *(D. G. de Politica Cientifica)* whose purpose is to attend to the need of impulsing and promoting research and coordinating the different public and private actions in this field.

The order to develop a re-arranged text of the organization rules for the Ministry of Education and Science was fulfilled through Royal Decree 2162/1976 of July 30 (published in the State Gazette-*B. O. E.* of 17-9-76). The need for a re-arranged text, according to said Decree, was a result of the successive partial reorganizations that had been carried out by the M. E. S. since 1971 for the purpose of adaptaing its structure to the progressive development and performance of the General Education Act. This led, however, to a great dispersion of the organization rules and the need for a single text that would re-arrange the basic lines of the organization of the Ministry. The Order of March 23, 1977 (State Gazette of 5-4-77) develops the organization structure of the M. E. S. as far as the lowest level units: the *negociados* or offices.

An important innovation with regard to the deconcentration of functions is Decree 2991/1975 of October 31, by which the provincial delegates *(Delegados Provinciales)* of the M. E. S. are authorized to enter into agreements for the performance of reconditioning, enlargement, improvement and upkeep works for amounts of less than 5 million pesetas. This Decree, as developed by Order of the Presidency of the Government, of December 29, 1976, delegates authority covering the development of work schedules, the approval of designs, the agreements for the performance of works and lastly, the approval of the expense and ordering of the payment in relation thereto.

Budget and financing

With regard to budgetary techniques, the constitution of two groups by Order of the Presidency of May 26, 1976 should be mentioned. One of them is the Management Commission *(Comisión de Dirección)*, while

the other is a Work Group for the development of a budget by programs and a reform of accounting in the Ministry of Education and Science. These works fall within the framework of the recent General Budget Act *(Ley General Presupuestaria)* which applies to the whole National Government and which attempts to modernize financial management there. On the other hand, the regulation of the new general bases for the economic and budgetary system of the universities is now in an advanced stage of study.

The following tables, nr. 1-8, show the most outstanding characteristics of the expenditure and financing of the educational system.

GENERAL ORGANIZATION CHART
OF THE MINISTRY OF EDUCATION AND SCIENCE
(Re-organization 1976)

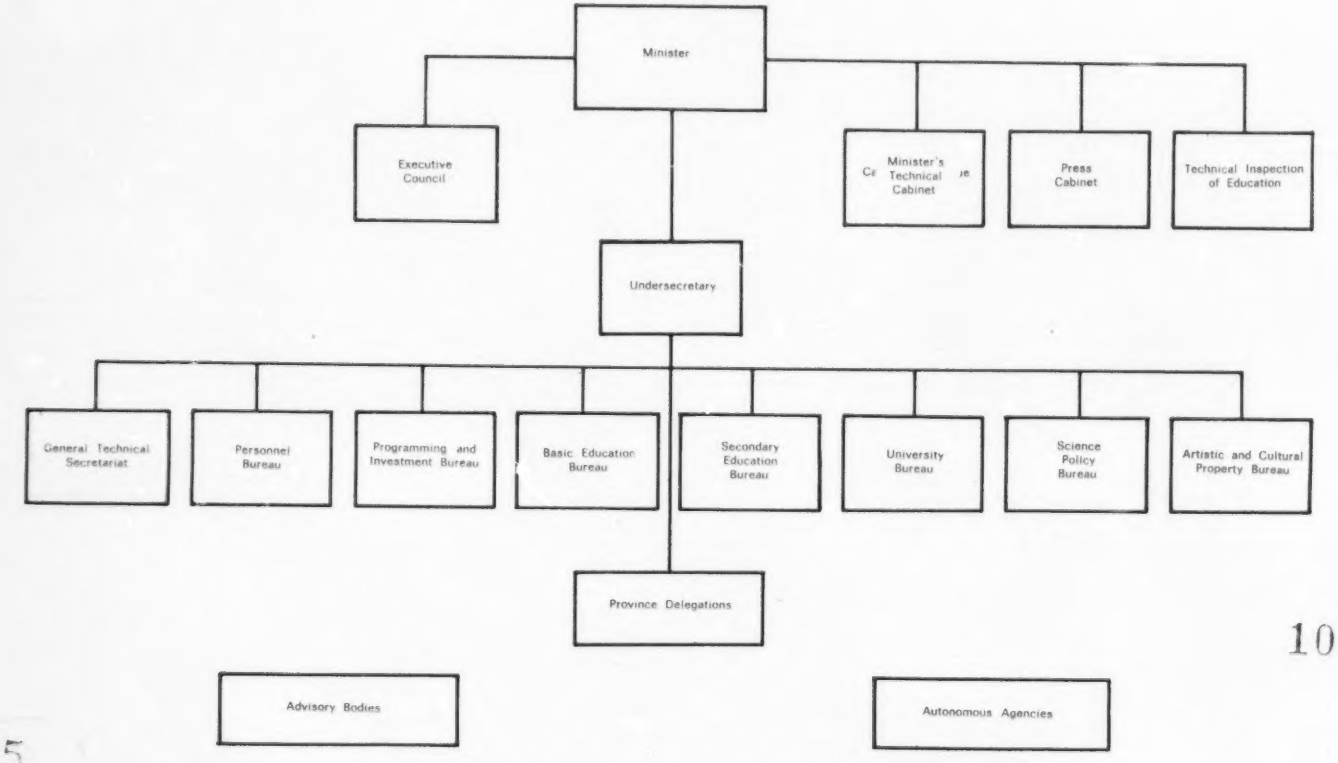

TABLE 1

GOVERNMENT EXPENDITURE FOR EDUCATION IN RELATION TO OTHER MACROENOMIC DAFA

(In million pesetas)

	1970	*1972*	*1974*	*1975*	*1976*	*1977*
— Population (million inhab.)	33.6	34.4	35.1	35.4	35.0	36.2
— Net available national income at market prices	2,360,339.1	3,168,196.1	4,588,851.0	5,342,200.0 [1]	6,272,100.0 [1]	7,583,100.0 [2]
— Net available national income at market prices (per capita in ptas.)	70,153.0	92,193.0	130,740.6	150,607.0 [1]	174,973.0 [1]	209,327.0 [2]
— Total national government expenditure	309,758.0	419,290.0	551,698.0	656,000.0	785,000.0	967,250.0
— National government expenditure for education	45,770.0	65,717.0	87,252.0	108,206.0	142,172.0	182,033.0
5.1. Ministry of Education and Science	42,447.0	59,273.0	81,097.0	101,016.0	132,003.0	168,945.4
5.2. Remaining Central Government	3,323.0	6,444.0	6,155.0	7,190.0	10,169.0	13,009.6
— National government expenditure for education expressed as percentage of national income ...	1.93	2.07	1.90	2.02	2.26	2.40
— National government expenditure for education as percentage of total national government expenditure	14.77	15.67	15.81	16.49	18.11	18.81
— Ministery of Education and Science. Expenditure as percentage of national government expenditure for education	92.73	90.19	92.94	93.35	92.84	92.00
— National government expenditure for education (per capita in ptas.)	1,362.20	1,910.37	2,485.81	3,056.66	3,971.28	5,028.59

(1) Provisional figures.

(2) Estimates.

Sources: I. N. E.—National Accounting and Ministry of the Treasury.

TABLE 2

M.E.S. BUDGETS IN RELATION TO THE OVERALL NATIONAL BUDGET

Year	M.E.S. BUDGET		OVERALL NATIONAL BUDGET		
	Absolute Values (1) (A)	*Index Numbers*	*Absolute Values (1) (B)*	*Index Numbers*	*Column A as % of Column B*
1965	14,500.0	100	136,078.5	100	10.66
1966	21,520.4	148	168,801.1	123	12.75
1967	23,661.6	163	204,290.5	149	11.58
1968	27,031.4	186	237,800.0	173	11.37
1969	37,200.1	256	271,795.0	198	13.09
1970	45,334.1	312	309,757.7	226	14.64
1971	61,918.8	427	370,169.0	270	16.73
1972	63,740.4	439	419,330.0	306	14.81
1973	70,251.1	484	474,283.0	346	14.81
1974	86,847.2	598	551,698.0	403	15.74
1975	107,466.6	741	656,000.0	479	16.38
1976	140,253.5	967	785,000.0	576	17.87
1977	179,345.4	1,236	967,250.0	710	18,54

(1) Figures in million current pesetas.

Source:

— State Budgets.

— In the M.E.S. Budget, the amounts of the Equal Opportunity Promotion Fund (Fondo para el Fomento del Principio de Igualdad de Oportunidades) have been included. The amounts for this item (in million ptas.) were as follow between 1968 and 1977:

1968	2,335.3	
1969	2,461.3	
1970	2,887.2	
1971	3,787.2	
1972	4,467	
1973	5,000	
1974	5,750	
1975	6,450	
1976	8,250	
1977	8,750	
1977	1,650	(Complementary Plan)

TABLE 3

BUDGET OF THE MINISTRY OF SCIENCE AND EDUCATION FOR 1975, 1976 and 1977
(In million pesetas)

Economic Analysis

Item	*1975*	*1976*	*1977*
a) **Ordinary Operations**			
Personnel Payments	61,765.438	83,227.319	106,942.978
Purchase of ordinary goods and services	3,467.527	4,018.376	4,018.376
Interests	—	—	—
Ordinary Transfers	17,897.838	24,446.393	30,444.393
b) **Capital Operations**			
Real Investments	677.200	388.600	927.400
Capital Transfers	17,206.600	19,920.800	26,610.300
Financial assets variation	2.000	2.000	2.000
Financial liabilities variation	—	—	—
Total ordinary operations	83,130.803	111,692.088	141,405.747
Total capital operations	17,885.800	20,311.400	27,539.700
OVERALL TOTAL	101,016.603	132,003.488	168,945.447

* Includes transfers to the Equipment, Facilities and Construction Board (Junta de Construcciones, Instalaciones y Equipo) for the performance of the investment program.

Source: Overall National Budgets, 1975, 1976 and 1977.

TABLE 4

ECONOMIC-FUNCTIONAL BREAK-DOWN OF EDUCATION - 1975
(In million pesetas)

Function	ITEMS							
	Personnel Payments	*Purchase of Goods and Services*	*Ordinary Transfers*	*Real Investments*	*Capital Transfers*	*Financial Assets Change*	*Financial Liab. Change*	*TOTAL*
3. EDUCATION	64,265	2,822	23,417	215	15,676	2	—	106,397
3.1. General Management	2,166	916	181	—	—	2	—	3,265
3.2. Research	—	—	—	—	—	—	—	—
3.3. Instruction	62,099	1,864	22,879	215	15,573	—	—	102,630
3.3.1. Primary	45,449	939	8,600	—	11,399	—	—	66,387
3.3.2. Vocational	1,687	131	4,252	215	383	—	—	6,668
3.3.3. Secondary	9,200	510	2,663	—	1,090	—	—	13,463
3.3.4. Technical	227	—	337	—	—	—	—	564
3.3.5. University	5,110	49	6,421	—	2,460	—	—	14,040
3.3.6. Special	426	235	606	—	241	—	—	1,508
3.4. Cafeterias, transport and other complementary services	—	42	357	—	103	—	—	502

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TABLE 5

ECONOMIC-FUNCTIONAL BREAK-DOWN OF EDUCATION - 1976
(In million pesetas)

Function	ITEMS							
	Personnel Payments	*Purchase of Goods and Services*	*Ordinary Transfers*	*Real Invest-ments*	*Capital Transfers*	*Financial Assets Change*	*Financial Liab. Change*	*TOTAL*
3. EDUCATION	84,767	3,227	32,937	604	18,841	2	—	140,378
3.1. General Management	3,056	883	159	40	300	2	—	4,440
3.2. Research	—	—	193	—	223	—	—	416
3.3. Instruction	81,580	2,344	32,126	564	18,215	—	—	13,829
3.3.1. Pre-School	4,543	45	851	—	240	—	—	5,679
3.3.2. E.G.B.	52,027	1,276	14,882	—	9,806	—	—	77,991
3.3.3. Vocational Training	859	76	4,912	554	2,438	—	—	8,839
3.3.4. Bachillerato & C.O.U.	13,591	653	3,373	—	1,372	—	—	18,989
3.3.5. University	8,341	45	7,803	—	3,755	—	—	19,944
3.3.6. Permanent Adult Education	405	49	75	—	15	—	—	544
3.3.7. Special Education	693	3	194	—	419	—	—	1,309
3.3.8. Other Education	1,121	197	36	10	170	—	—	1,534
3.4. Complementary Services	131	—	459	—	103	—	—	—

TABLE 6

ECONOMIC-FUNCTIONAL BREAK-DOWN OF EDUCATION - 1977
(In million pesetas)

Function	ITEMS							
	Personnel Payments	*Purchase of Goods and Services*	*Ordinary Transfers*	*Real Investments*	*Capital Transfers*	*Financial Assets Change*	*Financial Liab. Change*	*TOTAL*
3. EDUCATION	108,536	3,240	40,908	1,505	25,682	2	—	179,873
3.1. General Management	4,304	883	159	84	440	2	—	5,872
3.2. Research	—	—	195	—	373	—	—	568
3.3. Instruction	104,041	2,357	39,988	1,421	24,730	—	—	172,537
3.3.1. Pre-School	5,813	—	1,042	332	838	—	—	8,025
3.3.2. E.G.B.	68,914	1,325	15,112	—	12,664	—	—	98,015
3.3.3. Vocational Training	1,045	88	6,895	1,089	3,983	—	—	13,100
3.3.4. Bachillerato & C.O.U.	14,373	690	4,312	—	1,863	—	—	21,238
3.3.5. University	11,201	42	12,311	—	4,346	—	—	27,900
3.3.6. Permanent Adult Education	561	—	106	—	73	—	—	740
3.3.7. Special Education ...	925	2	208	—	766	—	—	1,901
3.3.8. Other Education ...	1,209	210	2	—	197	—	—	1,618
3.4. Complementary Services ...	191	—	566	—	139	—	—	896

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TABLE 7

INVESTM

Investments and Material Accomplishments / Programs	1975 PLANNED Million Current Pesetas (A)	PLANNED % of Total	PERFORMED Million Current Pesetas (B)	PERFORMED % of Total	B/A %
Pre-School Education	87.70	0.59	55.31	0.28	63.10
E.G.B.	10,222.37	68.23	9,778.09	50.31	95.70
Bachillerato	1,014.52	6.77	1,305.16	6.71	128.60
Universities	2,193.42	14.64	4,386.95	22.57	200.50
Vocational Training	672.08	4.49	1,043.73	5.37	155.30
Permanent and Special Education	146.39	0.98	197.36	1.02	134.80
Artistic Education	—	—	—	—	—
Modernization of Museums	176.39	1.80	—	—	—
Archives and Libraries	202.82	1.35	227.08	1.17	112.00
Artistic and Cultural Property	—	—	836.66	4.30	434.30 (1)
Miscellaneous	266.35	1.77	1,607.26	8.27	603.40
TOTAL	14,982.04	100.00	19,437.60 (2)	100.00	129.70

(1) 836.66 («Artistic and Cultural Property») over 176.39 «Modernization of Museums».
(2) The surplus over the budget is due to the incorporation of credits from previous years and t

Source: Our own development with data furnished by the Bureau of Programming and Investment

Table 7 (continued)

E N T S

1976					1975		1976	
PLANNED		PERFORMED			NEW PUPIL CAPACITY OBTAINED			
Million Current Pesetas (A)	% of Total	Million Current Pesetas (B)	% of Total	B/A %	Nr. of Places	% of Total	Nr. of Places	% of Total
197.610	1.18	126.21	0.63	63.87	—	—	20,760	8.49
8,875.849	53.16	9,494.41	47.42	106.97	203,000	92.17	200,000	81.82
1,198.803	7.18	1,719.27	8.59	143.42	12,000	5.46	17,380	7.11
3,422.832	20.50	4,425.45	22.10	129.29	—	—	—	—
2,123.198	12.72	1,140.17	5.69	53.70	5,000	2.27	6,300	2.58
312.819	1.87	122.62	0.61	39.20	—	—	—	—
147.980	0.89	79.59	0.40	53.78	—	—	—	—
—	—	—	—	264.01	—	—	—	—
—	—	—	—	15,141.00	—	—	—	—
405.908	2.43	1,071.63	5.35	—	—	—	—	—
12.175	0.07	1,843.50	9.21	—	—	—	—	—
16,697.174	100.00	20,022.85	100.00	119.92	220,000	100.00	244,440	100.00

granting of extordinary credits.

(Dirección General de Programación e Inversiones)

TABLE 8

1977: FORECASTS ON REAL INVESTMENT AND NEW PUPIL CAPACITY TO BE BUILT

	Million current pesetas	*% of Total*	*New Pupil Capacity to be Built*
Program:			
— Pre-School Education	752,955	2.57	30,280
— E.G.B.	14,527,767 [1]	49.84	59,640
— Bachillerato	2,521,438 [2]	8.65	42,510
— Universities	5,227,816 [3]	17.94	—
— University Schools	600,000	2.06	—
— Vocational Training	2,974,823	10.21	18,720
— Special Education	726,504 [4]	2.49	—
— Artistic Education	257,765 [5]	0.89	—
— Artistic and Cultural Property	920,177 [6]	3.16	—
— Others	637,360 [7]	2.19	—
TOTAL	29,146,605	100.00	—

(1) Including 3 billion (3,000,000,000) of an economic situation action credit.

(2) Including 1 billion of an economic situation action credit.

(3) Including 1.34 billion of an economic situation action credit and 585 million on the account of foreign financing.

(4) Including 150 million for an economic situation action credit.

(5) Including 99.9 million on the account of foreign financing.

(6) Including 250 million for an economic situation action credit and 235.1 on the account of foreign financing.

(7) Including 200 million for an economic situation action credit, 280 on the account of foreign financing.

Source: Bureau of Programming and Investment (Dirección General de Programación e Inversiones). Own development.

TABLEAU 3

BUDGET DU MINISTERE DE L'EDUCATION ET DE LA SCIENCE.
ANNEES 1975, 1976 et 1977
(En millions)

Analyse économique

Objet	*1975*	*1976*	*1977*
a) **Opérations courantes**			
Rémunération du personnel	61.765,438	83.227,319	106.942,978
Achat de biens courants et de services	3.467,527	4.018,376	4.018,376
Intérêts	—	—	—
Transferts courants	17.897,838	24.446,393	30.444,393
b) **Opérations de capital**			
Investissements réels	677,200	388,600	927,400
Transferts de capital *	17.206,600	19.920,800	26.610,300
Variation des actifs financiers	2,000	2,000	2,000
Variation des passifs financiers	—	—	—
Total des opérations courantes	83.130,803	111.692,088	141.405,747
Total des opérations de capital	17.885,800	20.311,400	27.539,700
TOTAUX GENERAL	101.016,603	132.003,488	168.945,447

* Y compris les transferts à la Junte des Constructions, Installations et Equipment pour l'exécution du programme d'investissements.

Source: Budgets généraux de l'Etat, années 1975, 1976 et 1977.

TABLEAU 4

VENTILATION ECONOMICO-FONCTIONNELLE DE LA FONCTION EDUCATION. ANNEE 1975

(En millions de pesetas)

Fonctions	CHAPITRES							
	Rémunérations du personnel	*Achat de biens et de services*	*Transferts courants*	*Investissements réels*	*Transferts de capital*	*Variation actifs financiers*	*Variation passifs financiers*	*TOTAUX*
3. EDUCATION	64.265	2.822	23.417	215	15.676	2	—	106.397
3.1. Administration générale	2.166	916	181	—	—	2	—	3.265
3.2. Recherche	—	—	—	—	—	—	—	—
3.3. Enseignement	62.099	1.864	22.879	215	15.573	—	—	102.630
3.3.1. Primaire	45.449	939	8.600	—	11.399	—	—	66.387
3.3.2. Professionnel	1.687	131	4.252	215	383	—	—	6.668
3.3.3. Secondaire	9.200	510	2.663	—	1.090	—	—	13.463
3.3.4. Technique	227	—	337	—	—	—	—	564
3.3.5. Universitaire	5.110	49	6.421	—	2.460	—	—	14.040
3.3.6. Enseignements spéciaux	426	235	606	—	241	—	—	1.508
3.4. Restaurants, transports e autres services complémentaires	—	42	357	—	103	—	—	502

TABLEAU 5

VENTILATION ECONOMICO-FONCTIONNELLE DE LA FONCTION EDUCATION. ANNEE 1976

(En millions de pesetas)

Fonctions	CHAPITRES							
	Rémunérations du personnel	*Achat de biens et de services*	*Transferts courants*	*Investissements réels*	*Transferts de capital*	*Variation actifs financiers*	*Variation passifs financiers*	*TOTAUX*
3. EDUCATION	84.767	3.227	32.937	604	18.841	2	—	140.378
3.1. Administration générale ...	3.056	883	159	40	300	2	—	4.440
3.2. Recherche	—	—	193	—	223	—	—	416
3.3. Enseignement	81.580	2.344	32.126	564	18.215	—	—	134.829
3.3.1. Préscolaire	4.543	45	851	—	240	—	—	5.679
3.3.2. De base	52.027	1.276	14.882	—	9.806	—	—	77.991
3.3.3. Formation professionnelle	859	76	4.912	554	2.438	—	—	8.839
3.3.4. Baccalauréat et C.O.U.	13.591	653	3.373	—	1.372	—	—	18.989
3.3.5. Universitaire	8.341	45	7.803	—	3.755	—	—	19.944
3.3.6. Education permanente des adultes ...	405	49	75	—	15	—	—	544
3.3.7. Education spéciale	693	3	194	—	419	—	—	1.309
3.3.8. Autres enseignements	1.121	197	36	—	170	—	—	1.534
3.4. Services complémentaires.	131	—	459	—	103	—	—	693

TABLEAU 6

VENTILATION ECONOMICO-FONCTIONNELLE DE LA FONCTION EDUCATION. ANNEE 1977

(En millions de pesetas)

Fonctions	CHAPITRES							
	Rémunérations du personnel	*Achat de biens et de services*	*Transferts courants*	*Investissements réels*	*Transferts de capital*	*Variation actifs financiers*	*Variation passifs financiers*	*TOTAUX*
3. EDUCATION	108.536	3.240	40.908	1.505	25.682	2	—	179.873
3.1. Administration générale	4.304	883	159	84	440	2	—	5.872
3.2. Recherche	—	—	195	—	373	—	—	568
3.3. Enseignement	104.041	2.357	39.988	1.421	24.730	—	—	172.537
3.3.1. Préscolaire	5.813	—	1.042	332	838	—	—	8.025
3.3.2. De base	68.914	1.326	15.112	—	12.664	—	—	98.015
3.3.3. Formation professionnelle	1.054	88	6.895	1.089	3.983	—	—	13.100
3.3.4. Baccalauréat et C.O.U.	14.373	690	4.312	—	1.863	—	—	21.238
3.3.5. Universitaire	11.201	42	12.311	—	4.346	—	—	27.900
3.3.6. Education permanente des adultes	561	—	106	—	73	—	—	740
3.3.7. Education spéciale	925	2	208	—	766	—	—	1.901
3.3.8. Autres enseignements	1.209	210	2	—	197	—	—	1.618
3.4. Services complémentaires	191	—	566	—	139	—	—	896

TABLEAU 7

Investissements et réalisations matérielles / Programmes	INVESTISSEMENTS										PLACES CONSTRUITES			
	Année 1975					Année 1976					Année 1975		Année 1976	
	Prévus		Réalisés			Prévus		Réalisés						
	Millions pesetas courantes (A)	% du totaux	Millions pesetas courantes (B)	% du totaux	B/A %	Millions pesetas courantes (A)	% du totaux	Millions pesetas courantes (B)	% du totaux	B/A %	N.° de places	% du totaux	N.° de places	% du totaux
Education Préscolaire	87,70	0,59	55,31	0,28	63,10	197,610	1,18	126,21	0,63	63,87	—	—	20.760	8,49
Education Générale de Base	10.222,37	68,23	9.778,09	50,31	95,70	8.875,849	53,16	9.494,41	47,42	106,97	203.000	92,27	200.000	81,82
Enseignement Secondaire	1.014,52	6,77	1.305,16	6,71	128,60	1.198,803	7,18	1.719,27	8,59	143,42	12.000	5,46	17.380	7,11
Universités	2.193,42	14,64	4.386,95	22,57	200,50	3.422,832	20,50	4.425,45	22,10	129,29	—	—	—	—
Formation Professionnelle	672,08	4,49	1.043,73	5,37	155,30	2.123,198	12,72	1.140,17	5,69	53,70	5.000	2,27	6.300	2,58
Education Permanente et Spéciale	146,39	0,98	197,36	1,02	134,80	312,819	1,87	122,62	0,61	39,20	—	—	—	—
Enseignements Artistiques	—	—	—	—	—	147,980	0,89	79,59	0,40	53,78	—	—	—	—
Modernisation des Musées	176,39	1,18	—	—	—	—	—	—	—	—	—	—	—	—
Archives et Bibliothèques	202,82	1,35	227,08	1,17	112,00	—	—	—	—	—	—	—	—	—
Patrimoine Artistique et Culturel	—	—	836,66	4,30	474,30 [1]	405,908	2,43	1.071,63	5,35	264,01	—	—	—	—
Divers	266,35	1,77	1.607,26	8,27	603,40	12,175	0,07	1.843,50	9,21	15.141,00	—	—	—	—
TOTAUX	14.982,04	100,00	19.437,60 [2]	100,00	129,70	16.697,174	100,00	20.022,85 [2]	100,00	119,92	220.000	100,00	244.440	100,00

Notes:

(1) 836,66 («Patrimoine Artistique et Culturel») sur 176,39 («Modernisation des Musées»).

(2) L'excédent sur le budget est dû à l'incorporation de crédits des années précédentes et à la concession de crédits extraordinaires.

Source: Elaboration fondée sur des données fournies par la Direction générale de la Programmation et des Investissements.

TABLEAU 8

ANNEE 1977. PREVISIONS: INVESTISSEMENTS REELS ET PLACES A CONSTRUIRE

Programmes:

	Millions se pesetas courantes	*% du total*	*Nombre de places à construire*
- Education préscolaire	725.955	2,57	30.280
— Education générale de base	14.527.767 [1]	49,84	59.640
— Enseignement secondaire	2.521.438 [2]	8,65	42.510
— Universités	5.227.816 [3]	17,94	—
— Ecoles universitaires	600.000	2,06	—
— Formation professionnelle	2.974.823	10,21	18.720
— Education spéciale	726.504 [4]	2,48	—
— Enseignements artistiques	257.765 [5]	0,89	—
— Patrimoine artistique et culturel	920.177 [6]	3,16	—
— Divers	637.360 [7]	2,19	—
TOTAUX	29.146.605	100,00	—

(1) On inclut 3 milliards d'un crédit d'action conjoncturelle.

(2) Inclus 1 milliards d'un crédit d'action conjoncturelle.

(3) Inclus 1.340 millions d'un crédit d'action conjoncturelle et 585 à la charge du financement extérieur.

(4) Inclus 150 millions d'un crédit d'action conjoncturelle.

(5) Inclus 99,9 millions à la charge du financement extérieur.

(6) Inclus 250 millions d'un crédit d'action conjoncturelle; 235,1 à la charge du financement extérieur.

(7) Inclus 200 millions d'un crédit d'action conjoncturelle; 280 à la charge du financement extérieur.

Source: Elaboration faite par la Direction générale de la Programmation et des Investissements.